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ABSTRACT

The document is a collection of materials related to a four-week summer institute for the training of teachers of disadvantaged and/or Spanish surname adults. The focus of the program was communication skills, primarily the teaching of reading and of English as a second language. A secondary emphasis was on training teachers to develop flexible curricula for the target population. In addition, a week-long interaction analysis workshop was conducted to aid teachers in evaluating teaching effectiveness. A brief introduction indicating the scope of the program is followed by a five-page calendar of activities, an indication of materials and equipment utilized, and an estimated expenditure report. A section on evaluation concludes the main text; it records participants' comments and lists their suggestions for future institutes. The larger part of the document is comprised of appendixes; approximately half of these are such related materials as correspondence, application and evaluation forms, and news releases. Of special interest are the remainders of the appended materials, which constitute a supplement to the syllabus: half-a-dozen sample lesson plans and miscellaneous suggestions; and a 30-page listing of materials useful to the teacher of adults, with a 4-page directory of publishers. (AJ)

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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ADULT BASIC EDUCATION
COMMUNICATION SKILLS INSTITUTE

June 21, 1971 - July 16, 1971
Follow up to August 31, 1972

ARIZONA STATE UNIVERSITY
Tempe, Arizona

Office of Education Grant Number, OEG-0-71-3499(323)
Adult Education Act of 1966, Section 309.

The Project reported herein was supported by a grant from the
U. S. Department of Health, Education and Welfare, Office of Education.

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Arizona State University

Tempe, Arizona

*ADULT BASIC EDUCATION
COMMUNICATION SKILLS
INSTITUTE*

June 21, 1971 - July 16, 1971



Dr. John L. Edwards
co-director



Dr. G. D. McGrath
co-director



Mr. Joe A. Lucero
associate director

CONTEXT

Because there is a stable population of disadvantaged adults in the metropolitan areas and a large number of disadvantaged adults in rural areas, there was a tremendous need to provide teachers, who are adequately trained to upgrade the caliber of instruction so that the disadvantaged adult becomes a part of the "main stream" of our educational effort.

Since there were a number of adult education programs in the rural and metropolitan areas, with teachers who had little or no training in teaching adults, our institute provided them with the necessary knowledge and skills to bring their levels of instruction to a quality basis.

Not only was this institute concerned with the Spanish speaking, but with the unemployed and underemployed adults who were trapped in a rapidly moving urban technological society. Although a small proportion of disadvantaged adults have been upgraded, an effort was exerted to assist these people into the main stream of society by providing basic communication skills as a bargaining force to open the doors to employment.

According to figures adapted from U.S. Census Bureau, 1960, the Mexican-Americans have the lowest median number of school years completed when compared with Anglos and Blacks. According to Robert W. MacMillan, over 35.6 percent of Mexican-Americans have less than a fifth-grade education; the national figure for those with less than five years of formal education is 8 percent. Also, over 14.7 percent of Mexican-Americans have no education at all.* The five states considered for this teaching-training proposal showed that on a median basis for males the Anglo has completed 12 years,

*Thomas D. Horn (ed), Reading for the Disadvantaged
"Economic Backgrounds: Their Impact on School Children" by Robert MacMillan.
Harcourt, Brace & World, Inc. pp. 49-73.

Mexican-American 7.1 and Blacks 8.6. The female population reflects a very close approximation - Anglos 12.1, Mexican-American 7.1, and Blacks 9.2. Although the Blacks surpass Mexican-Americans in terms of Educational attainment, they, too, must acquire skills in communication.

Further, statistical data often does not reflect a true picture. Needless to say, there were large segments of the Anglo population who fell below the Mexican-Americans and Blacks in educational attainment.

A by-product of the lack of educational attainment becomes an inherited stigma for the children of disadvantaged adults in terms of poverty. The educational achievement of their children suffers as this downward cycle affects attitudes, income, diets, and health of family members. Although some educational and economic gains have been acquired by these groups, the upward trend has been relatively small compared to other groups.

The objective of this Institute was to train teachers to teach the basic communication skills to the disadvantaged so that they and their children would be better prepared for formal school and a secure position in our society.

PROGRAM DESCRIPTION

Scope of the Program

The purpose of this proposal was to provide a 4-week summer institute for the training of teachers primarily for disadvantaged and/or Spanish surname adults in Communication Skills. A total of 34 participants were in the program.

The major emphasis in this program was: (1) to train teachers to become more effective in teaching reading to disadvantaged adults, (2) to train teachers to become more effective in teaching English as a second language, (3) to train teachers to teach the Language Arts, (4) to train teachers to develop flexible curricula for the target population, and (5) to conduct an Interaction Analysis workshop on the evaluation of teaching effectiveness. The latter was intended to zero in on the specific needs of the local area and to provide skills and information that would extend beyond the geographical area of this institution. This was to be accomplished by developing a syllabus and video tapes and through training in small group seminars conducted by participants in local in-service training programs in other projects in the western states.

In order to expedite the training of teachers, a total approach was instituted to preclude the elements of possible failure by emphasizing only one area of concern such as reading. This is not to imply that reading is not a basic skill, but to emphasize the inextricable relatedness of these areas to adult basic education. An institute of this nature would be remiss if reading were taught with little or no attention given to English as a second language, with aspects of curriculum relegated to a lesser position

or the Language Arts deleted from the academic framework, when this area may be the positive aspect that may motivate and assist to retain the adult learner. Further, the vital importance of any teacher-training program is to ascertain effective criteria from which evaluations could be made and to develop evaluative skills so that individual teachers would become more effective in their respective programs. This was accomplished through Interaction Analysis.

The over-all philosophy of the Communications Skills Institute in Adult Education was to train and prepare teachers in Adult Basic Education to become effective catalysts in promoting educational opportunities for disadvantaged adults.

While it was not believed possible to develop adult education specialists in the vital areas in a four-week institute, it was possible to provide the participants with a high caliber of instruction in an intensive institute so that they became more effective in teaching the disadvantaged adult. The primary and specific objective was:

- A. To train teachers to become more effective in teaching reading to the disadvantaged adult.

The secondary objectives were:

- B. To train teachers to become more effective in teaching English as a second language.
- C. To train teachers to develop effective flexible curriculum for the target population.
- D. To conduct a week-long Interaction Analysis Workshop on the evaluation of teaching effectiveness.

1. To realize a need for Interpersonal relations prior to classroom interaction.
2. To build a model for communication.
3. To learn the value of cooperation and helping techniques.
4. To provide a means to implement communication model - listening and giving feedback.

PERSONNEL

Consultants (Part-time)

The Adult Basic Education Communications Skills Institute employed 11 consultants to teach the instructional aspects of the program. Each consultant was considered an authority in his area, either nationally or regionally. Since the institute had 34 participants, one consultant was generally employed in each major area for each week of the institute. However, in some situations two consultants were employed in a key area. Each consultant devoted full time during his week and/or days with the institute.

Administrative Staff

Two full-time Co-Directors assumed the responsibility for coordinating all phases of the program and participated in the recruitment of consultants as well as routine administrative responsibilities.

A full-time Associate Director assumed the responsibility of assisting the Directors in all phases of the institute.

A part-time Administrative Assistant served as instructional program coordinator and participated in the selection of consultants and participants.

Four graduate assistants served as supervisors of the small and large group sections. They supervised production of the syllabus, micro-teaching, discussion groups and video taping.

Three audio visual personnel supervised the production of all A-V materials for the consultants and participants. In addition to this responsibility, they demonstrated and taught the participants how to produce effective A-V aids.

One full-time secretary and two part-time secretaries were employed

during the participant contact period and shortly thereafter. During the institute follow-up period one part-time secretary assisted with the follow-up activities.

A part-time editor was employed to expedite the production of the syllabus.

QUALIFICATIONS FOR CONSULTANTS

Instructors (3) Interaction Analysis

1. M.A. or Doctorate
2. College or university experience preferred
3. Experience in teaching Interaction Analysis.

Instructors (1) Reading

1. M.A. or Doctorate
2. College or university experience preferred
3. Experience in teaching reading to the disadvantaged or has served as a reading specialist in a poverty program.

Instructors (2) Teaching English as a Second Language

1. M.A. or Doctorate
2. College or university experience in teaching English as a second language or extensive experience in working with migrant adults.
3. or has taught English as a second language in a poverty program for at least three (3) years.

Instructors (2) Curriculum Development

1. M.A. or Doctorate
2. College or university teaching experience
3. Experience in working with disadvantaged adults as a teacher, supervisor, coordinator, and/or as a consultant.
4. Experience in curriculum development.

Instructors (1) Listening, Speaking, Writing & Spelling (Language Arts)

1. M.A. or Doctorate
2. Experience in teaching the Language Arts.
3. Experience with materials related to above.
4. College - university teaching in courses pertaining to listening, spelling, writing and speaking (Language Arts).

PROCEDURES

Organizational Details

This report covers the four-week on-site program at Arizona State University which commenced June 21, 1971, and terminated on July 16, 1971, and the fourteen-month follow-up activities which were conducted by the Directors and consultants visiting the participants and their programs.

During the four-week on-site instructional period, each participant turned in a weekly log in which he evaluated each consultant that he had contact with that week. (See Appendix B). The data obtained from each week's evaluation and the consultant's evaluation by the participants afforded the administrative personnel insight relative to various program modifications that were necessary to refine the institute activities.

During the follow-up period of the institute, an Information Inventory was sent to all the participants to ascertain their needs and to re-evaluate key areas of the institute. This information contributed to scheduling on-site visitation and to providing the information and/or assistance each participant requested (See Appendix B for Information Inventory).

The on-site visitations with participants provided the consultants insight relative to the institute. In addition to visitations, observations, and discussions, each participant was requested to respond to the On-Site Follow-up Discussion. (See Appendix B).

Prior to on-site visitations, a Mini Institute was conducted at Arizona State University on November 12, 1971. Previous data from the participants indicated needs in two major areas for additional information -- (1) Teaching English as a Second Language, and (2) Teaching Reading to Adults. A cooperative effort by ASU and the ABE Department of Education, State of Arizona,

53 ABE teachers attended this Mini Institute. A second Mini Institute was held on November 20, 1971 at Sterling, Colorado.

ACTIVITIES

The following is a weekly breakdown of the various activities engaged in during the Institute. The weekly schedules are included also. The first week, Interaction Analysis, is outlined in detail to show the depth of the Institute for that one week period of time.

First Week

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MONDAY

TIME	ACTIVITY	MATERIALS
M O R N I N G		
8:00-8:15	Introductions*** Goals of morning - Ground Rules - 'What's it all about'	
8:15-9:30	*Human Bingo Game* Goal: Need for Interpersonal relations prior to classroom interaction	Bingo cards Paper
9:30-9:45	COFFEE BREAK	
9:45-10:45	Process bingo Game EXERCISE: Framing questions (Tiads) Goal: build model for communication	Question category paper
10:45-11:15	6" Puzzle exercise (quintets) Goal: To learn value of cooperation & helping techniques	6 - 6" puzzles
11:15-11:45	Positive focus game (quartets) Goal: To provide a means to implement communication model-listening & giving feedback	
11:45-12:00	Process Morning - Discuss afternoon agenda *Groups of ten will be built on basis of morning activities	
12:00-1:00	L U N C H	
A F T E R N O O N		
1:00-1:15	Distribute workshop rationale sheet	rationale paper
1:15-1:30	Lecture -- "Teaching - Learning Model" (Downey)	
1:30-2:15	Form Groups - Discuss Group formation -- Distribute Della-Dora's article "Teacher Behavior & Student Learning." Break into small groups for discussion	article, prepare papers on implications of article for adult educators
2:15-2:30	Re-Convene in large group. Share implications of article for adult education	
2:30-2:45	COFFEE BREAK	
2:45-3:15	Lecture - Introduction to Flanders' Interaction Analysis - Week's agenda	3il composite video tapes
3:15-4:15	Show video composite tapes - Develop questions dealing with verbal classroom interaction. *Goal: Criteria for self-evaluation of teachers' effectiveness in classroom.	
4:15-4:45	Distribute mini-course workbook - Begin video introduction Break into small groups for category definitions	workbook hand out logs
4:45-5:00	Process Day's activities. Write daily log	assignment: memorize Flanders' 10 categories

TUESDAY		MATERIALS
TIME	ACTIVITY	
M O R N I N G		
8:15-8:45	Small groups (Category skill exercises)	Amidon Skill Kit
8:45-10:15	Begin Far West Lab's Mini-Course - Categories 1-2-3	Minicourse Tapes workbooks
10:15-10:30	COFFEE BREAK	
10:30-11:15	Category Coding Practice - Audiotapes	Amidon - Flaner's Audio-Tapes
11:15-11:45	Small Groups - Subscript Categories 1-2-3 (Develop examples)	Papers on cate- gories 1-2-3
11:45-12:00	Large Group - Share Examples - Assign Afternoon Micro Teach	
12:00-1:00	L U N C H	
A F T E R N O O N		
1:00-1:15	Procedures for Microteaches	
1:30-2:30	Five Minute Microteaches on Categories 1-2-3	
2:30-2:45	COFFEE BREAK	
2:45-4:30	Playback Videotapes and give feedback to all teachers	Prepared Evalua- tion-Forms on Cat. 1-2-3
4:30-5:00	Process Day's Activities	**Assignment: Pre- pare a 5-min. micro- teach using Cat. 1-7
	Complete Daily Log	
	Give Wednesday's Agenda	

WEDNESDAY

TIME	ACTIVITIES	MATERIALS
M O R N I N G		
8:00-8:15	Morning Agenda	
8:15-9:45	Far West Minicourse - Categories 1-7	Videotapes
9:45-10:00	COFFEE BREAK	
10:00-11:30	Small Groups - Subscript Category 4 Questioning Strategies - Write High Level Questions	Subscription Paper Questioning (Sanders)
11:30-12:00	Lecture - "Need For A Questioning Strategy in the Classroom" *Assignment: 5 Minute Microteach	
12:00-1:00	L U N C H	
A F T E R N O O N		
1:00-1:15	Procedures for Microteaches	
1:30-2:30	Five Minute Microteach using High Level Questioning Strategy	Video Recorders
2:30-2:45	COFFEE BREAK	
2:45-4:30	Videotape replays (Using Questioning Strategy Evaluation (I.A. Coding	Prepare evaluation forms
4:30-5:00	Process Day's Activities Complete Daily Log Give Thursday's Agenda	

THURSDAY

TIME	ACTIVITY	MATERIALS
M O R N I N G		
8:00-8:15	Morning Agenda	
8:15-9:30	Far West Minicourse - Categories 8-9-10 Coding Categories 1 - 10	Videotapes
9:30-9:50	Small Groups - Subscript Categories 8-9-10	Subscription Papers
9:50-10:00	Assignment of Verbal Pattern Game	
10:00-10:20	COFFEE BREAK	
10:20-11:45	Verbal Pattern Game - (Fish Bowl Microteaches)	Distribute verbal patterns to 10 participants.
11:45-12:00	Process Mornings Activities	
12:00-1:00	L U N C H	
A F T E R N O O N		
1:00-2:00	Lecture-Demonstration - "Matrix Interpretation"	Transparencies
2:00-2:30	Matrix Building Exercises	Handouts on Matrix Construction & Analysis
2:30-2:45	COFFEE BREAK	
2:45-4:00	Coding Practice - All Categories	Amidon Audiotapes
4:00-4:30	Test on Coding and Matrix Analysis (To be completed for Friday Session)	Amidon Tapes
4:30-4:45	Process Day's Activities Complete Daily Log	*Assignment: 15 minute Microteach for tomorrow Distribute forms for Friday's microteach

TIME	ACTIVITY	MATERIALS
8:00-8:30	Matrix Review	Transparencies
8:30-9:00	Coding Practice	Amidon Tapes
9:00-9:15	Explain Microteach Procedures	
9:15-9:30	COFFEE BREAK	
9:30-12:15	15 Minute Microteaches - *Each Participant teaches 15 minute lessons. He takes audiotape of his lesson and codes in another room.	6 Audiotape Recorders 6 Cassette Tapes
12:15-1:15	LUNCH	
	AFTERNOON	
1:15-3:00	Construct and Analyze own matrix of morning's microteach	Handouts
3:00-4:00	Share matrix with small group	
4:00-5:00	Workshop Wrap-up; Daily Log; Questionnaire	

After the first week, the morning schedules included lectures, demonstrations, methodology, techniques, approaches, and strategies for teaching adults. The afternoon sessions were devoted to laboratory, workshops, materials, micro-teaching, A-V media, syllabus preparation, and evaluations.

On Friday of each week, the participants received instructions on small group seminars for in-service training for their programs.

A-V Media

Participants were trained to develop A-V aids that will enhance the instructional procedure. After the morning sessions, the participants actually made A-V aids, such as transparencies, charts, etc.

Small Group Seminars

Participants were trained to conduct in-service workshops for their programs in the key areas of this institute, primarily in teaching reading to adults, teaching English as a second language, and in curriculum development.

Micro-teaching

After some training in the key areas, participants had an opportunity to be video taped in the teaching process before a small group of participants with the instructor serving as a critic.

Syllabus

All participants assisted in developing a practical ABE syllabus covering the key areas of the institute -- keynote lecturer, materials, prices, strategies, methods, approaches, techniques, systems, bibliographies and lesson plans in the key areas.

Workshop (Materials)

During the general workshop time, each participant had an opportunity to develop materials, research vital areas, share ideas, and develop lesson plans.

Each afternoon experience was supervised by the morning instructional staff and graduate assistants.

Evaluation

On Friday, during the entire institute, the participants were asked to evaluate the institute to that point. During the final session on Friday of the last week, an over-all evaluation was conducted.

Weekly Schedule

First Week

June 21 - June 25

8 a.m. - 5 p.m.

Interaction Analysis

Monday	The Evaluation of Teaching Effectiveness
Tuesday	The Evaluation of Teaching Effectiveness
Wednesday	The Evaluation of Teaching Effectiveness
Thursday	Coding
Friday	Evaluation, Matrix Review

Second Week

June 28 - July 2

9 a.m. - Noon

Monday	Teaching English as a Second Language
Tuesday	Teaching English as a Second Language
Wednesday	Teaching English as a Second Language
Thursday	Teaching English as a Second Language
Friday	Teaching English as a Second Language

1 p.m. - 4 p.m.

Monday	Lab - Workshop Materials
Tuesday	Lab - Micro Teaching, Syllabus
Wednesday	Lab - Media - AV: Syllabus
Thursday	Lab - Micro-Teaching
Friday	Evaluation and small group seminar technique

Third Week

July 6 - July 9

9 a.m. - Noon

Monday	Legal Holiday, July 5th
Tuesday	Teaching Reading to Adults
Wednesday	Teaching Reading to Adults
Thursday	Teaching Reading to Adults
Friday	Teaching Reading to Adults

1 p.m. - 3 p.m.

Monday	July 5th, Legal Holiday
Tuesday	Language Arts (The Art of Listening & Oral Communication)
Wednesday	Oral Communication & the Art of Writing
Thursday	The Art of Writing & Spelling
Friday	Language Arts together

3 p.m. - 5 p.m.

Monday	Legal Holiday
Tuesday	Syllabus & Media
Wednesday	Group Work
Thursday	Syllabus and Media
Friday	Evaluation and small group seminars

Fourth Week

July 12 - July 16

9 a.m. - Noon

Monday	Curriculum Development
Tuesday	Curriculum Development
Wednesday	Curriculum Development
Thursday	Curriculum Development
Friday	Curriculum Development

1 p.m. - 4 p.m.

Monday	Lab - Workshop Materials
Tuesday	Lab - Syllabus
Wednesday	Development of Curriculum
Thursday	Lab - Media AV
Friday	Evaluation and small group seminars

Instructional Equipment and Materials

Each consultant selected for the institute developed and/or adapted his materials for teachers of the target area population. These materials were utilized throughout the instructional sequence of the program for the various areas considered.

Each section of participants and sub-sections developed materials appropriate for their particular programs. In addition to individual and group needs, the institute developed and published a 200 page syllabus. The syllabus covered key addresses, lectures, demonstrations, lesson plans, and miscellaneous information applicable to teachers in Adult Basic Education.

Video tape recorders and monitors were the key equipment used in the program. Some use was acquired from tape recorders, cameras, and overhead projectors.

The above-mentioned equipment was used to enhance instructional procedures of key lectures and demonstrations by consultants. Video tapes were made of the key group lectures and demonstrations and were used also in micro-teaching situations in the afternoon as the participants adopted techniques, strategies and approaches from the lectures and demonstrations that were conducted that morning.

Community Involvement

The community was involved on a limited basis because of the regional aspect of the program which included six western states. The major involvement locally came through the efforts of the State Adult Basic Education Office. However, through the local project directors and the other state directors of the six western states, a better sense of direction relative to the instructional program was provided.

BUDGET*

Funds for the Adult Basic Education Summer Reading Institute were acquired from the U. S. Office of Education for Teacher Training under Section 309(c) of the Adult Education Act of 1966, P. L. 89-750, as amended.

The total allocation for the program was \$75,000.00* for the participant on-site contact and follow-up activities for 34 participants from six states over a 15-month period.

The initial "start up" cost was approximately \$20,000.00 for materials, printing, communications and supplies. "Continuation" cost to implement the program for the on-site program and follow-up was approximately \$55,000.00 for 15 months duration. Indirect cost amounted to \$5,555.00.

The average cost per participant was approximately \$2,205.00. This was arrived at by taking the total cost of the institute for the 15-month program and dividing this figure by the number of participants (34).

*See attached.

*ESTIMATED FINAL EXPENDITURE REPORT

Personnel Salaries	\$41,381.00
Employment Services & Benefits	2,019.00
Travel	3,740.00
Required Fees	119.00
Communication Costs	315.83
Supplies, Printing & Printed Materials	3,618.97
Stipends, Dependency Allowance & Participant Travel Costs	<u>18,251.20</u>
TOTAL FEDERAL DIRECT COSTS	\$69,445.00
Indirect Costs	<u>5,555.00</u>
TOTAL FEDERAL FUNDS EXPENDED	\$75,000.00

*Final expenditure had to be estimated in order to meet printing deadline.

EVALUATION

The following is a breakdown of the participants' ratings of each week's activities of the Institute.

Weeks

1. Interaction Analysis
2. Teaching English as a Second Language
3. Teaching Reading to Adults & Language Arts
4. Curriculum Development

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MY SINCEREST
APPRECIATION FOR
PROVIDING ME WITH
SUCH AN EXCELLENT AND
FULFILLING PROGRAM.
B. ORTIZ

PLEASED & IMPRESSED
WITH THE EXCELLENT
CHOICES OF CONSULTANTS
FOR THIS INSTITUTE.

J. WINGO

THE ENTIRE PROGRAM
HAS BEEN INFORMATIVE,
REFRESHING AND INSPIRING.

J. LEONARD

THE PRESENTATIONS HAVE
BEEN EXCELLENT AND THE
CONTENT MOST RELEVANT.

M. CARRASCO

THE PROGRAM
HAS BEEN SUPERB!
V. FRANCO

EXCELLENT EXPERIENCE!
ABLE TO SHARE
LEARNING
EXPERIENCES
FROM ALL
INVOLVED

A. JIMENEZ

I HAVE ACQUIRED THE
NECESSARY TOOLS AND SKILLS
TO IMPROVE MY TEACHING.
R. GONZALES

AN OPPORTUNITY TO
EXCHANGE TRAINING
IDEAS WITH OTHERS.

B. HERRERA

THE INSTITUTE HAS
HELPED ME TO
EVALUATE MY TEACHING
AND STRENGTHEN MY WORK.
V. BROOKS

LET'S PUT IT THIS WAY:
"WE - THE PARTICIPANTS -
INTERACTED!"

B. MASTERS

I WOULD HOPE THAT THE
THINGS GAINED HERE MIGHT
HELP TO "LIGHT A CANDLE"
AMONG THE PEOPLE WE COME
IN CONTACT WITH.

T. JENNINGS

THIS IS THE FIRST TIME
THAT METHODS, TECHNIQUES
AND OBJECTIVES HAVE BEEN
MADE MEANINGFUL AND PRACTICAL
FOR ME.

P. HERNANDEZ

I CAN HARDLY WAIT FOR
SEPTEMBER TO PUT INTO
PRACTICE AND SHARE THE
KNOWLEDGE WITH MY CO-WORKERS.

E. LOPEZ

A REWARDING THE
EXPERIENCE. THE
FELLOWSHIP EXPERIENCED
WITH THE WARM,
CONGENIAL PARTICIPANTS
WILL LINGER ALWAYS AS
A HIGH LIGHT OF THE
FOUR WEEKS.

G. GRAY

BEAUTIFUL HAS BEEN OUR THEME
BEAUTIFUL EXPERIENCES, BEAUTIFUL CONCERN,
BEAUTIFUL CONSULTANTS, BEAUTIFUL COMRADES
UNIFIED TOWARD OUR GOAL - BEAUTIFUL PEOPLE

L. WILLIAMS

BY BEING A PARTICIPANT
I HAVE BECOME ACQUAINTED
AND INTRODUCED TO VARIOUS
THE INSTRUCTION OF
ADULTS.
M. WILLIAMS

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A VALUABLE
LEARNING EXPERIENCE!
G. TANG



SPECIAL MENTION MUST
BE MADE OF THE INTERACTION
ANALYSIS COURSE.
R. ROADES



THE ABILITY TO LOOK AT MYSELF
OBJECTIVELY AND A BETTER INSIGHT
OF MYSELF AND
FELLOW COLLEAGUES,
HAVE BEEN MADE
POSSIBLE THROUGH
THIS INSTITUTE.



S. COCHRANE

I WILL GO BACK INTO
THE CLASSROOM WITH
A NEW OUTLOOK AND AS
A BETTER TEACHER OF
ADULTS.
D. STREET



A SPLENDID JOB!
R. PADILLA



AN ENLIGHTENING AND
ENRICHING FORMAL PROGRAM
IN ADULT EDUCATION--IN A
RELAXED ATMOSPHERE.



D. GOLDSTEIN

I AM TAKING BACK HOME
MANY FINE IDEAS.

C. LANDEROS



THE KNOWLEDGE AND INSPIRATION
THAT I HAVE GAINED WILL BE A
GREAT ASSET TO ME AND MY
COMMUNITY.



B. VANN

THERE ARE
NO PROBLEMS

— ONLY NEEDS!

B. SCOTT



VASTLY SUPERIOR TO
ANYTHING I'VE ENCOUNTERED
ANYWHERE ELSE.



D. WOOD

THE INFORMATION WAS
PERTINENT AND VERY
VALUABLE TO THE ADULT
EDUCATORS.



M. NARLAN

THE RESIDUAL EFFECT
SHOULD BE REFLECTED
AND IMPROVE OUR ADULT
EDUCATION PROGRAM.

T. MAKRIS

THIS INSTITUTE
IS TREMENDOUS!



L. LUERA

NOW I FEEL I HAVE
SOME METHODOLOGICAL
KNOWLEDGES WHICH WOULD
ENABLE ME TO WORK
WITH ESL STUDENTS.



D. MILLER

A GREAT INSTITUTE!

R. KENNEDY



WILL ENABLE ME TO
BECOME A BETTER
PREPARED ADULT TEACHER.



M. MIRANDA

THE CONSULTANTS
AND PARTICIPANTS
CREATE AN ATMOSPHERE
THAT IS QUITE CONDUCTIVE
FOR LEARNING.

A. GIBSON



I CAN TRUTHFULLY SAY
THAT IT WILL MAKE ME
A BETTER TEACHER.

P. BUGARIN



Participants Weekly Log

ABE Communication Skills Institute 1971

<u>Week I</u>	Superior	Excellent	Good	Fair	Poor
Instruction	18	15	1	--	--
Demonstrations	11	19	2	1	--
Field Experience	2	7	1	--	1
Small Group Seminar	19	13	2	--	--
Micro Teaching	9	17	5	--	--
Media AV	7	11	9	4	1
Syllabus Preparation	4	6	3	--	2
Other	4	4	--	--	--

Week II

Instruction	13	17	4	--	--
Demonstrations	12	17	5	--	--
Field Experience	2	9	3	--	--
Small Group Seminar	8	21	2	--	--
Micro Teaching	11	16	6	1	--
Media AV	6	15	8	3	1
Syllabus Preparation	3	11	4	--	--
Other	1	2	--	--	--

Participants Weekly Log

	Superior	Excellent	Good	Fair	Poor
<u>Week III</u>					
Instruction	6	13	14	--	--
Demonstration	5	13	12	2	--
Field Experience	1	5	1	2	1
Small Group Seminar	3	4	10	2	--
Micro Teaching	2	2	4	1	--
Media AV	2	11	8	5	1
Syllabus Preparation	3	11	11	1	--
Other	1	1	2	--	--
<u>Week IV</u>					
Instruction	15	16	3	--	--
Demonstrations	13	16	5	--	--
Field Experience	7	4	2	--	--
Small Group Seminar	6	12	4	1	--
Micro Teaching	5	1	1	--	1
Media AV	14	12	5	--	--
Syllabus Preparation	4	7	5	1	--
Other	1	2	--	1	1

CRITERIA FOR SELECTION

The 34 participants who were accepted were those who most satisfactorily fulfilled the following criteria:

- A. Citizens of the United States
- B. No age restriction
- C. Applicants, at time of application, had to be employed in a teaching capacity by a project which was providing adult basic education to migrant adults or anticipate pursuing the teaching profession.

The applicants for the institute had to be located in the following states:

Arizona
California
Nevada
New Mexico
Oregon
Texas

- D. A suitable letter, including reasons for recommendation, had to be written by the Project Director and forwarded, under separate cover, to the Institute Director, arriving before the deadline.
- E. The applicant, if he was currently teaching, was to agree to return to his position for at least a period of six months. A signed statement to this effect had to be mailed with the application.

This did not apply to applicants who were preparing to teach.

- F. Applicants had to demonstrate continuing interest in improving programs in adult education programs.
- G. Applicants had to demonstrate judgment, maturity, and professional and personal effectiveness in working with migrant adults.
- H. Preference was given to applicants who held a bachelor's or master's degree. However, undergraduates fulfilling the criteria listed were carefully considered.

RECRUITMENT

Information concerning this Institute for purposes of recruitment was dispersed as follows:

- *1. The State Directors of all ABE projects in the designated locations received applications and information letters describing the Institute and all pertinent information necessary to aspirants.
- 2. Information was forwarded to all parent agencies.

*Due to the short notification between the announcement of the grant and the starting date prevented adequate dissemination of the Institute as per our proposal.

SELECTION OF PARTICIPANTS

A seven (7) member screening committee read and evaluated the applications and recommended to the Directors those applicants to be selected.

The selection committee consisted of the following persons:

Mr. Henry Arredondo	State Dept. of Public Instruction
Mrs. Wynn Wright	Ariz. State ABE Department
Mr. Jose Burrell	Asst. Dean, Arizona State University
Dr. Nelson Haggerson	Dept. Chairman, Arizona State Univ.
Dr. Robert Strom	Dept. Chairman, Arizona State Univ.
Dr. G. D. McGrath	Professor, Sec. Ed., Arizona State Univ.
Dr. Roy Doyle	Asst. Dean, College of Ed., ASU

SEX OF PARTICIPANTS

Women	14
Men	20

PARTICIPANTS STATUS

Teachers & Instructors	23
Coordinators	2
Researchers	1
Asst. Superintendent	1
Supervisor	1
Principals	1
Directors	2
Head Teacher	1
ESL	<u>2</u>
	34

Participants From

Arizona	15
California	4
Colorado	3
New Mexico	1
Nevada	1
Oregon	1
Texas	<u>9</u>
	34

Ethnic & Racial Breakdown

Mexican Americans	13
Whites	16
Orientals	1
Negroes (Blacks)	3
Spanish Americans	<u>1</u>
	34

Miscellaneous Data

Average Age of Participants	37
Average Years of Experience	3

Population Breakdown

Urban (above 100,000)	11
Urban (25,000-100,000)	12
Urban (Less than 25,000)	6
Rural	<u>5</u>
	34

Target Population

Migrant	14
Non-English Speaking	10
American Indians	2
Prisoners	0
Inner City	8
Other	0
Deaf	0
Appalachia	<u>0</u>
	34

Evaluation

The Follow-Up Segment of the 1971 Institute

Perhaps the most intensive and comprehensive planning of the total Institute activity went into the Follow-Up Segment. It was believed by the Co-Directors that much could be gained by providing extended follow-up contact and services for as many as possible of the participants. In essence, the follow-up activities became a vehicle for assessment and evaluation as well as an opportunity to be of further help to the participants.

The Follow-Up Segment included five specific areas of activity, all interrelated and inter-phased, one to the others. The five specific items were as follows:

1. Information Inventory Letter
2. On-site Visitation
3. Mini-Institute
4. Solicitation Letter for Contributions to the Supplement
5. The Supplement

In addition, frequent invitations on contact or via telephone were issued for participants to come to the campus for study in the Reading Center or to confer with faculty members who might be able to assist them.

A brief description of the five major activities follows:

Information Inventory Letter. The Information Inventory Letter was sent in early Fall, and was designed to accomplish six major purposes: (See sample in Appendix B).

1. To establish contact with participants in their own locale
2. To assure participants of our continued interest in their welfare and of our desire to be of help

3. To develop an informational background about what our participants are doing
4. To learn of plans for improvement on the job by participants
5. To gather suggestions for the improvement of any future Institutes
6. To set the stage for on-site visits with participants

An excellent response came from the Information Inventory, and many of the participants sent along much additional material which would provide background information for conferences or telephone calls designed to assist them in their unique or difficult problems.

A summarization of the more pertinent information from the respondents follows: (supplemented by some subsequent conversations with participants)

1. Sixteen indicated involvement in ABE programs with the remainder hoping or expecting to be involved sometime during the year. Seven were very disappointed that their ABE programs had been discontinued or cancelled. At least three were serving full or part-time in an administrative capacity in ABE programs.
2. All of those responding who were working in ABE indicated improvements in their teaching as a result of their participation in the Institute. Some of the more significant indications of specific improvements were:
 - a. better understanding of how adults learn
 - b. better ability to increase student discussion and participation
 - c. better understanding of student needs
 - d. better utilization of newer methodology and techniques
 - e. better use of new ideas and positive approaches
3. Fourteen indicated other employment in addition to ABE assignments. All of these were in professional educational activities such as teaching in the public schools, counselors, and workers in special education.
4. Approximately 12 participants had developed plans to conduct in-service training programs or plans to share Institute experiences with or for other ABE teachers in their locale.

5. The most useful aspects gained from the Institute were listed in the following decreasing order of importance:

- a. Techniques for teaching ESL
- b. Interaction analysis
- c. Development of behavioral objectives
- d. Techniques for teaching reading
- e. Techniques for teaching adults
- f. General techniques for improving teaching of various topics
- g. Discussion of problems with faculty and other participants

6. The more meaningful suggestions for improving the next Institute follow:

- a. Add more Interaction Analysis
- b. Extend treatment of improving reading skills
- c. Extend experiences of mini-teaching
- d. Add one week or more to the time allotment
- e. Include demonstrations with adult learners
- f. Extend and up-date techniques for ESL
- g. Provide more time for instructor discussion of problems encountered by participants

7. The indication of improved quality of performance as a result of the Institute included the following:

- a. better understanding of students' needs
- b. better equipped to organize and present instruction
- c. greater awareness of how to meet objectives
- d. greater confidence in ability to instruct
- e. greater enthusiasm for tackling the tasks which lie ahead

The information Inventory was most helpful in establishing a continuing relationship with the participants, in developing rapport, and in planning the

other follow-up activities. Much other useful information came out of the responses, and this served well in later contacts with the participants.

On-site Visitation. The On-site Visitation part of the program was unquestionably the most time-consuming but most productive part of the total follow-up. There is no adequate substitute for a face-to-face relationship with the participant at his home base. This provides opportunity to re-assure the participant of the University's interest in his or her welfare, of the genuine desire to be of help, and of a warm and cordial welcome to return to the campus for assistance at any time convenient for the participant.

Contact was made in advance with each participant and the on-site visitation was planned at the time when it appeared that the discussion results would be of greatest potential. An effort was made to visit each participant, to observe his work, and to discuss in detail a number of aspects of the total Institute program. Four basic questions were used as a preliminary discussion basis before going to the instrument (see sample in Appendix B) constructed especially for the on-site visit. Later on, in the visit, classes and teaching activity of the participant were observed, wherever possible.

The four prelude questions were:

- a. How can we be of greatest help?
- b. How can we improve the Institute if we are selected to conduct one in 1972?
- c. What is the nature of your program of work in ABE for this academic year?
- d. How best can we disseminate any useable materials developed in the 1971 Institute?

To the first question, there was unanimous and adamant recommendation that we attempt to conduct an Institute in 1972 and that all participants from

1971 be given first chance for selection to attend. This, apparently, was the most worthwhile thing that we could do. The second recommendation was that the University should produce a supplement containing additional materials, especially from Dr. Lucero, and from participants sharing ideas or material from which they had realized success. These suggestions came early enough and from enough people that we could attempt to build in both of them in our planning for the future.

The other three questions at the outset were hit again in the discussion that followed, and they will be summarized in connection with that phase of this report.

It is not feasible to report the total responses recorded on the instrument used for on-site discussion; however, highlight ideas and those listed in greatest frequency among all respondents are summarized herewith: (all but two were visited on-site at least once, and some were visited two or three times).

1. All of the participants interviewed enthusiastically reported that they were glad they attended the Institute in 1971 and would like very much to come to another one on the ASU campus.
2. The two most frequently mentioned highlights or best features were Interaction Analysis and ESL (all segments of the Institute were commended most highly by more than twenty of the participants).
3. The three most frequently listed changes or new directions as a result of the Institute were: better lesson plans and organization of material, use of newer and better teaching methods, and greater enthusiasm and confidence with resulting increased student involvement. In addition, there were 20 more changes or new directions

listed which the interviewer felt to be significant.

4. The most prevalent items in regard to the status of in-service training programs were curriculum writing and revision, regular mini-workshops for teachers to compare notes and discuss problems, and efforts to revise guidelines.
5. All of the participants who are working in ABE reported good positive evidence of an increase in quality of performance as a result of the Institute.
6. The most critical problems facing participants in their work included financing the program, maintaining high student attendance levels, and obtaining adequate instructional materials.
7. The three most frequent suggestions for improving future institutes were:
 - a. Extend the period of the Institute by at least one week
 - b. Provide more time for participants to develop A-V materials
 - c. Allot more time to Interaction Analysis and ESL

There were, in addition, 20-25 pertinent suggestions which should be taken into account if another Institute is planned.

8. The three most salient features (most frequently mentioned) of participants' programs that relate to content of the Institute follow:
 - a. Increase in student participation and contribution to the classroom activity (increase in teacher-pupil interaction)
 - b. Better selection of techniques for teaching ESL
 - c. Individualizing instruction

Again, as in #7 above, there were more than 20 good evidences mentioned where improvements in programs were related to content of the Institute.

9. There was uniform agreement that communication skills and/or reading skills were of greatest possible importance in ABE programs.
10. In general, there are many common elements in the participants' programs, with primary emphasis on ESL & GED. The same answers with respect to how Institutes like the 1971 ASU one could be of help were listed repeatedly in much the same fashion as they were in questions 2, 3, and 8. There was general consensus that the Institute was of inestimable help in every facet of academic year ABE activity.
11. There were uniform ratings of excellent and/or outstanding for realization of all five objectives by nearly all of the participants.

In addition to the responses recorded on the instrument, there were noted more than 30 excellent suggestions for improving institutes. These should be very helpful if another proposal is prepared for an institute on the ASU campus. It would not be possible to include all of these, but all should be taken into account in any future planning.

Mini-Institute. It became evident near the close of the Institute on campus that the participants felt that a mini-institute in Fall or Spring would be of great value to them. The Co-Directors planned a mini-institute for a day in October or November for the Arizona group, on a Saturday in November for the Colorado group, on a Saturday in March for the Texas group, and on a Saturday in April for the California group. Participants from other states were to be invited to any of the four, as well as others working in ABE in the state where the mini-institute was to be held. Outside consultants were engaged and an enriched program was developed.

Unfortunately, as a result of conditions beyond the control of the Co-Directors, the mini-institutes for California and Texas had to be cancelled.

There were two problems with which to cope in these instances. The participants were scattered over fairly large areas and there were no travel funds to bring them together, and no suitable day, even though planned far in advance, could be found when a reasonable number could be free to attend.

The mini-institute for Arizona was held on the ASU campus on November 4, 1971, with a good attendance. The sessions were highlighted by presentations by Dr. Joe Lucero and Dr. Donald Brown. They presented topics on ESL and Reading respectively. All of the participants attending reported that this mini-institute was most helpful to them.

The mini-institute for Colorado was held on the Northeastern Junior College Campus at Sterling, Colorado, on November 20, 1971. Major presentations were given by Mr. John Brennan, Dr. Michael Kamil and Mr. Joe Mills. They treated the topics of Reading, Teaching GED English, and ESL Techniques respectively. In addition, a report of highlights from the Oregon State University Institute was given by Carol McBride. Mr. Darrel Wood reported on highlights of the ASU Institute. The mini-institute was very successful in accomplishing its goals. A request was made by several that the mini-institute be repeated in western Colorado for ABE teachers who could not attend the Sterling session. Also, a request was made to have a second mini-institute in the Spring at Sterling. Resources were not adequate to field these two requests.

Solicitation Letter for Contributions to the Supplement. An additional contact was made with the participants via letter, and, in some instances, via second or third round on-site visitation. The purpose was to announce the tremendous appeal from participants to produce a supplement to the Syllabus of the 1971 Institute. The desire most often stated was for an

addendum to the very practical and helpful presentation in 1971 of Dr. Joe Lucero, plus an opportunity for any of the participants to share highlight ideas or successful practices with others in the group. It was decided on the ASU campus that, perhaps, the most helpful thing that could be done would be to produce such a supplement. To that end, the letter (see Appendix C) was mailed to participants in the early Spring of 1972. There was very little response to the letter except to request that a copy of the Supplement be mailed to the participant.

The Supplement. The Co-Directors conferred personally with several participants who were known to be developing new materials suitable for the supplement. They also made arrangements with Dr. Lucero to supply new material which he felt would be helpful to the participants. All of the material which came in was carefully scrutinized, sorted and candled for pertinence and worthwhileness. These were put together as a Supplement to be distributed to all participants. (See Appendix F).

In conclusion, it is reaffirmed that the follow-up segment of the total Institute program has been one of great opportunity to be of service to students by the University, and one of personal satisfaction and of gratitude on the part of the Co-Directors which comes from relating closely to students. It is hoped that this phase of the program has been helpful to the participants in carrying forward the objectives of the Institute. It may well have happened this way, for in every contact in the follow-up activities, the participants expressed deep appreciation for the follow-up and recommended heartily that it be continued and expanded.

APPENDIX A

Samples of Correspondence

ARIZONA STATE
UNIVERSITY

COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

June 20, 1972

TO: All Texas ABE Participants (Communications Skills Institute)
FROM: G. D. McGrath - John L. Edwards
SUBJECT: Change - Proposed ABE Follow Up

In April, a memo was mailed to you concerning our ABE Follow Up Activities with Mr. Arredondo and tentative plans for Dr. Joe Lucero to visit you during the week of June 19, 1972. Due to inadequate finances and unexpected expenditures in trying to contact all of our participants on site, we will not be able to send Dr. Lucero. However, Dr. Lucero is up-dating and supplementing his material and the same will be mailed to all of you in the very near future.

Thanks for your fine cooperation and patience during this endeavor.

cc: Ralph Mock
Manuel Carrasco

TO: All ABE Institute Participants 1970-71, 1971-72
FROM: G. D. McGrath & John L. Edwards
SUBJECT: Materials for a supplementary syllabus

The Institute staff is planning to compile a supplement to our ABE syllabus. Hopefully, you have developed some materials for your program which may have applicability to other participants and their programs. We would consider it a pleasure if you would provide us copies for duplication and dissemination to all of our participants. Please forward these materials to us for consideration. It may be impossible to include everything, but be assured we will do our best.

Let us hear from you by June 1, 1972.

ARIZONA STATE
UNIVERSITY

COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

April 18, 1972

BEST COPY AVAILABLE

TO: All Texas ABE Participants (Communications Skills
Institute)

FROM: G. D. McGrath - John L. Edwards

SUBJECT: ABE Follow-Up (Texas

As per our contract agreement, we are planning to follow-up our Texas participants during the months of May and June. We have tentatively set the dates for the week of May 2nd for on-site visits by Hank Arredondo and the week of June 19th for presentation of supplemental materials by Joe Lucero.

We hope that these dates will be convenient for you, and we feel certain that these meetings will be helpful for all of us. We shall contact you soon as to which dates our staff members will be in your vicinity.

We have had many fine reports from our participants, and are looking forward to having your reactions.

TO: All Participants ABE Institute 1971
FROM: John L. Edwards, Co-Director
SUBJECT: Information Inventory

BEST COPY AVAILABLE

Several weeks ago I sent to you an Information Inventory relative to our follow-up activities connected with Communication Skills Institute.

In order for us to plan our follow-up activities during the next few months, it is imperative that we receive replies from all of our participants.

I am sure the failure to return the Information Inventory was an oversight and we trust you will promptly return the duplicated copy of the one enclosed.

If yours has been sent please ignore this communication. Have a happy holiday.

October 29, 1971

BEST COPY AVAILABLE

TO: All ABE Participants
Communication Skills Institute, Summer, 1971

FROM: John L. Edwards and G. D. McGrath, Directors

SUBJECT: Follow-up Questionnaire

In compliance with our objectives, the following Information Inventory is submitted for your responses. Please take a little of your time and complete the form and return it to us in the enclosed envelope. The Institute Staff hopes that you had a delightful summer and success in your teaching endeavors.

ARIZONA STATE
UNIVERSITY

COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

October 18, 1971

Dear

It is a pleasure to greet you and to send along our best wishes for a most pleasant and rewarding Fall season. We have recalled many times the delightful experience of having you with us last summer, and we are looking forward to seeing you again, soon!!

This brings us to the main part of this letter. We have planned a follow-up "mini-institute" for Friday, November 12, on our campus. This will be a sharp, swiftly-moving attack with continuation on some of the major topics of last summer. You will be pleased to know that Mr. Lucero will be back with us for the day, as well as two other fine consultants.

The program will start promptly at 9:00 A. M., in Farmer (Old Education) 311. It is planned to fill every minute with worthwhile activity and will conclude at 4:30 in the afternoon. We are inviting, as special guests, a number of teachers in ABE who were not participants in last summer's institute. This is part of our concept of dissemination.

We want very much to have you with us. Unfortunately, we cannot pay for any of your expenses, but we hope that you can make arrangements to attend.

Be seeing you!!

Cordially,

John L. Edwards

JLE/cag

P. S. Parking will be available for you in Area 14 (Northwest Gammage Auditorium Lot). See map enclosed.

Enclosure

Please write in the appropriate response and return this form to:*

Dr. John L. Edwards
Co-Director
Communication Skills Institute
Payne Hall B 112
Arizona State University
Tempe, Arizona 85281

BEST COPY AVAILABLE

I _____ be able to attend the ABE "mini"
(Will, will not)

follow-up institute on Friday, Nov.12, 1971, at Arizona State University.

Participants name _____

Address _____

HOUSING INFORMATION *

Sahauro Hall Only

All participants who desire room accommodations should fill out the lower portion and return in the envelope provided.

- | | | |
|--------------------------|-----------------------------|--------|
| ☐ | Double Rates with Breakfast | \$4.65 |
| ☐ | Single's with Breakfast | 2.45 |

Signature

Project

* Must be received prior to November 5, 1971

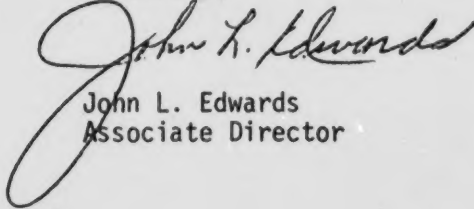
Dear

I am delighted that you have taken an interest in our Adult Basic Education Institute being conducted from June 14 through July 16, 1971 at Arizona State University.

Apparently, information about our Institute came to you late. Due to the time factor, we cannot consider any more applicants at this time. We have selected the 35 participants and alternates for the Institute.

We regret the communication gap and hope that it hasn't inconvenienced you in any way.

Sincerely,

A large, stylized handwritten signature in dark ink, appearing to read "John L. Edwards". The signature is written over the typed name and title.

John L. Edwards
Associate Director

ARIZONA STATE
UNIVERSITY

COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

June 25, 1971

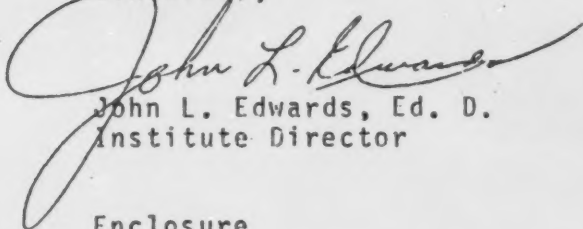
BEST COPY AVAILABLE

Dear

I am pleased to announce that the following names have been selected and they have accepted to attend our Adult Basic Education Communication Skills Institute this summer from June 21, 1971 through July 16, 1971.

We, at Arizona State University, are pleased to have participants from your state in our Institute. Working with your office has been a real pleasure and if I can assist you in anyway please contact me.

Sincerely,



John L. Edwards, Ed. D.
Institute Director

Enclosure

JLE:az

ARIZONA STATE
UNIVERSITY

COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

June 15, 1971

Dear Participant:

Acting upon the recommendation of the Screening Committee, we are pleased to inform you that you have been selected as one of the 35 participants for the Adult Basic Education Communication Skills Institute to be held at Arizona State University from June 21 thru July 16, 1971.

For your convenience transportation will be available from the airport on Sunday June 20, from 11 a.m. to 8 p.m. Please call 965-3474, 965-3709, or 965-3519 to make arrangements for your transportation.

Enclosed is information on local housing and food arrangements. Please complete all necessary information and return to me immediately.

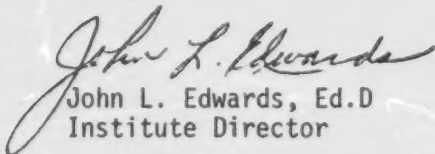
Registration materials will be distributed the first week of class for those who desire university credit. Registration fees must be paid by the participants. Additional forms for the U.S. Office of Education will be distributed and completed upon your arrival.

Class instruction begins 8:00 a.m. on Monday, June 21, 1971 in I. D. Payne Hall, Room B 41.

May I suggest that you arrive on the University campus Sunday, June 20th for your lodging assignment. Report to Palo Verde Main Hall. A map is enclosed for your convenience.

We are looking forward to your participation in this Institute.

Sincerely,


John L. Edwards, Ed.D
Institute Director

JLE/cag

-54-

57

HOUSING INFORMATION

CONFERENCE RATES FOR 1971

The following rates are for the entire period.

4 week conference

Room

Participant (dbl)	\$ 74.20
Participant (single)	104.16
Participant & wife (1 room)	104.16
Participant, wife & 1 child (1 room)	104.16
Participant & wife (suite)	171.36
Participant, wife & 1-4 child. (suite)	171.36
Participant and dependents (3 rooms)	185.64

Meals - 6 days a week

Age 0-2	No charge
" 3-6	31.20
" 7-11.	51.60
" 12 and over.	86.40

APPLICATION FOR A STIPEND

Individuals who attend the Institute here at Arizona State University, are eligible in most cases to receive stipends, plus dependency allowances, for the period of attendance.

Please complete this form and return it to the Institute Director.

NAME: _____
 FIRST MIDDLE INITIAL LAST

PERMANENT OR
 HOME ADDRESS: Number Street City State

DEPENDENCY ALLOWANCES

INSTRUCTIONS: For the Purposes of dependency allowances, a "dependent" means an individual who receives more than one-half of his or her support from the participant for the calendar year in which the school year begins, and who is (a) the spouse of the participant, or (b) one who could be claimed by the participant as a dependent for Federal income tax purposes.

EXCEPTIONS: You may NOT claim an allowance for any person who is either receiving funds, or who is claimed as a dependent of another person who is receiving funds, from this or any other program of Federal educational assistance, unless such funds are received as a loan or in connection with a program of work-study.

OBLIGATION TO REPORT CHANGES IN DEPENDENCY ALLOWANCES: Any change which occurs (prior to completion of the training project) in the number of dependency allowances which you are claiming in this application, must be reported to the Program Director for an appropriate adjustment.

CERTIFICATION OF CLAIM

IN ACCORDANCE WITH THE FOREGOING INSTRUCTIONS (Check the one which applies)

I claim NO dependents

I claim the Following dependents:

Name of Dependent	Age	Relationship	Name of Dependent	Age	Relationship
1.			5.		
2.			6.		
3.			7.		
4.			8.		

I certify, under penalty of law, that I have claimed dependency allowances in accordance with the instruction on this form, that the information provided by me is true and complete to the best of my knowledge and belief, and that I understand my obligation to report any change in the number of dependency allowances claimed herein. Signature: _____ Date: _____

APPROVED: _____

Signature of Program Director: _____ Date: _____

BEST COPY AVAILABLE

ommunication Skills for
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f the Southwest
ummer 1971

ARIZONA STATE UNIVERSITY
TEMPE, ARIZONA

PARTICIPANTS APPLICATION

Return to:
Dr. John L. Edwards
Director

NAME _____ 2. Soc. Sec. No. _____
Last First Middle

Permanent Address _____
Number Street City State Zip

Telephone (AC) _____ 5. Age _____ 6. Male _____ Female _____ 7. Marital Status _____

(as defined for income tax purposes)
Dependents _____ Ages of Children / / / / / / / / 9. U.S. Citizen _____

Are you now employed in any role in the Adult Basic Education Program under the
Adult Education Act of 1966? yes _____ no _____

Any other program offering basic education to adults (such as OEO, MDTA, etc.)?

Length of Adult Basic Education Experience (Circle One)

Full Time Part Time
a. Years _____ Months _____ a. Years _____ Months _____

PRESENT EMPLOYMENT

Position Title _____ 13. Hours per week in ABE _____

Dates of Employment _____
Month Year to Month Year

Name and Address of Employer: _____
Name Address

Major Duties: Indicate the two most important duties by marking them 1 & 2 in Parenthesis:

a. teach basic education	()	f. teach reading	()
b. teacher training	()	g. administration	()
c. curriculum development	()	h. counseling	()
d. para professional training	()	i. educational television	()
e. English as a Second Language teach.	()	j. higher education teacher train.	()

Type of area where you serve (circle one):

a. Urban (above 100,000)
b. Urban (25,000 - 100,000)
c. Urban (less than 25,000)
d. Rural

18. Target population you serve (Check appropriate one).

- | | | | |
|-------------------------|-----|---------------------|-----|
| a. migrants | () | e. Appalachia | () |
| b. non-English speakers | () | f. American-Indians | () |
| c. deaf | () | g. inner-city | () |
| d. prisoners | () | | |

19. Do you speak any foreign language (Include American Indian dialects). If yes, specify language or languages: _____

20. Highest level of formal education attained:

Major fields:

21. Previous Adult Basic Education Institutes attended:

Location

Dates

22. I attest that the above information is true and accurate to the best of my knowledge.

I, the undersigned, agree to return to my present position in Adult Education for a period of at least six (6) months.

Signature of Applicant

Month Day Year
DATE

ARIZONA STATE
UNIVERSITY

COLLEGE OF EDUCATION

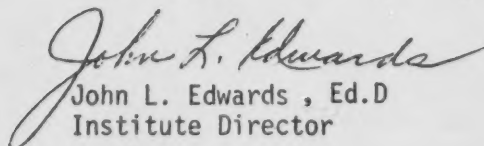
TEMPE, ARIZONA 85281

Dear

The Screening Committee of the Adult Basic Education Communication Skills Institute regrets to inform you that you were not selected as a participant, but we want to consider you as an alternate. If a participant is not able to keep his commitment, we will call you immediately.

May I take this opportunity to thank you for applying for our Institute. If we are fortunate enough to receive another Institute of this nature, I will be most happy to consider you.

Sincerely,


John L. Edwards, Ed.D
Institute Director

JLE/cag

ARIZONA STATE
UNIVERSITY

COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

June 10, 1971

TO: All ABE Institute Consultants
FROM: John L. Edwards, Ed.D. *JLE*
Institute Director
SUBJECT: Consultant Information

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All ABE Consultants are requested to complete the following information and return to the Project Director.

AV Materials Needed

YES

NO

Overhead Projector
Tape Recorder
Video Tape Recorder
Video Tape Monitor
Movie Projector
Opaque Projector
Slide Projector
Other AV (Please list)

Arrangements for room and board

Hotel _____ Motel _____ University Dormitory _____
Nites requested and dates _____
Rates you would like to pay \$12- 15, \$16 - 20, \$20 and up
Which location Phoenix _____ Tempe _____

Anticipated arrival

Bus/Airlines	Date	Flight	Time
--------------	------	--------	------

Anticipated Departure

Bus/Airlines	Date	Flight	Time
--------------	------	--------	------

Please return to Institute Director as soon as you have this information available.

ARIZONA STATE
UNIVERSITY

COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

June 10, 1971

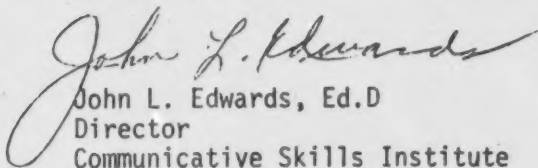
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Dear

The Screening Committee of the Adult Basic Education Communicative Skills Institute is pleased to inform you that you have been selected to participate in our Institute as a Consultant during the dates and time indicated below. We are looking forward with great anticipation to you sharing your expertise with the participants.

If during the interim period you are not able to keep the commitment, please contact me immediately.

Sincerely,


John L. Edwards, Ed.D
Director
Communicative Skills Institute

JLE/cag

ARIZONA STATE
UNIVERSITY

COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

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TO: All Adult Basic Education Consultants

FROM: Dr. John L. Edwards, Ed.D. *JLE*
Institute Director

SUBJECT: Consultant Information

1. Please provide us with your Social Security No. _____
Please fill in the space and return to us immediately.
2. All Adult Basic Education Institute Consultants are requested to travel according to government regulations - coach and tax exempt. Do not travel first class on commercial carriers.
3. All consultants may develop their presentations (lecture-demonstrations) according to their own style as long as there is continuity in the key area.
4. Prepare a typical lesson plan or format that stresses your approach, technique, strategy or method. This should be simple enough that any teacher in ABE could follow. In some cases 1 page may suffice. If possible do not exceed five pages. Your approach or idea is to be published in an Institute syllabus with credit given to you. Try to submit your plan prior to your appointed time of arrival.
5. Respond to memo on arrangements for room and board, if you have not already done so.
6. Notify this office if unexpected events preclude your participation. Our phone number is AC 602-965-3519.
7. If you would like for our staff to arrange your lodging we will be delighted to do so. Care will be exercised to provide the best at a reasonable rate.

May 24, 1971

TO: Applicants for Teacher Training Institute at Arizona State University (Summer - 1971)

FROM: John L. Edwards, Ed.D.
Director

SUBJECT: Application Forms for Institute and Institute Criteria.

The Communication Skills for the Spanish Speaking and Other Disadvantaged Adults of the Southwest Institute will commence June 21, 1971, and terminate on July 16, 1971. (4 weeks)

Due to delays in the funding and negotiations of the Institute contract, it will be necessary for all applicants to complete the enclosed application and dependency statement and return to me immediately for processing. The deadline is June XXXXXXXX. Please call us immediately - 965-3519. Area code 602

Room and board will be available for participants and dependents at a reasonable rate. Applicants who are selected will be notified via the most expeditious means at that time (telephone -- telegram -- letter) depending on how much time we may need to do an adequate job.

We anticipate selecting at least thirty (30) participants.

CRITERIA FOR SELECTION

The 30 participants who will be accepted will be those who most satisfactorily fulfill the following criteria:

- A. Citizens of the United States
- B. No age restriction
- C. Applicants, at time of application, must be employed in a teaching capacity by a project which is providing adult basic education to disadvantaged adults and/or Spanish surname.

The Applicants for the proposed Institute must be located in the following states:

Arizona
California

Colorado

New Mexico

Texas

- E. A suitable letter, including reasons for recommendation, must be written by the Project Director and forwarded, under separate cover, to the Institute Director, arriving before the deadline, June 7, 1971
- F. The applicant is to agree to return to his position for at least a period of six months. A signed statement to this effect must be mailed with the application.
- G. Applicants must demonstrate continuing interest in improving programs for the disadvantaged.
- H. Applicants must demonstrate judgment, maturity, and professional and personal effectiveness in working with disadvantaged adults.
- I. Preference will be given to applicants who hold a bachelor's or master's degree.

Each participant will receive \$75.00 per week and \$15.00 per week per legal dependent.

ARIZONA STATE
UNIVERSITY

COLLEGE OF EDUCATION

TEMPE, ARIZONA 85281

May 21, 1971

Dear

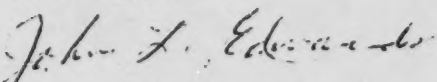
I am pleased to inform you that the U.S. Office of Education has approved for negotiation our proposal for a Teacher Training project in Adult Education under Section 309 (c) of the Adult Education Act of 1966, P. L. 89-750, as amended. The training, tentatively, will commence on June 14, 1971 and terminate on July 16, 1971, pending negotiations.

The revised proposal indicates that we will select 30 applicants who are teachers of adults and are located in the Southwestern States. The areas that will be emphasized during the institute are: (1) Assessing teacher effectiveness, (2) English as a Second Language, (3) Teaching Reading to Adults, (4) Teaching listening, speaking, writing and spelling to adults, and (5) Curriculum development.

I sincerely hope that we will receive applicants from your project. During the next few weeks I will contact you and provide additional information.

All applications must be returned immediately and complete.

Sincerely,



John L. Edwards, Ed. D.
Director, Adult Basic Education Reading Institute

JLE/dn

APPENDIX B

Information Inventory

Participants Weekly Log Sheet

Consultants Evaluation Sheet

On-Site Follow Up Discussion

PARTICIPANTS IN COMMUNICATION SKILLS SUMMER INSTITUTE

At Arizona State University, June 21-July 16, 1971

Name _____ Address _____

Mail Contact Address _____ Phone _____

1. Are you now working in ABE? _____ If not, do you expect to soon? _____
2. Describe your teaching program in ABE _____

3. What changes in your teaching have occurred as a result of the Institute? _____
4. Do you have employment in addition to your ABE assignment? _____
If so, please describe _____
5. Do you plan (or have completed) any in-service training programs for other ABE teachers in your locale? _____
6. What were the most useful aspects gained from the Institute? Describe _____
7. What were the least useful aspects in the Institute? Describe. _____

8. What suggestions do you have to improve next year's Institute? _____

9. Can you describe any increase in quality of your performance as a result of the Institute? _____

10. When would you prefer an on-site visit to your area from a member of the Institute team? January _____; February _____; March _____; April _____
11. Please indicate your ABE teaching hours and days of week: _____

(use back of sheet if more space is needed on any question)

Adult Basic Education Institute

Participants Weekly Log

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Name _____		Week No. _____		Date _____	
Title of Key Area _____					

	Superior	Excellent	Good	Fair	Poor
Instruction	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Brief Comments _____					

Demonstrations	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Brief Comments _____					

Field Experience	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Brief Comments _____					

Small Group Seminars	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Brief Comments _____					

Micro Teaching	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
Brief Comments _____					

Adult Basic Education Institute

Participants Weekly Log--page 2

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	Superior	Excellent	Good	Fair	Poor
Media A-V	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐

Brief Comments _____

Syllabus Preparation	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
----------------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

Brief Comments _____

Other _____	5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
-------------	----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

Brief Comments _____

Adult Basic Education Institute
Consultants Evaluation

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Name _____		Date _____
Section _____	Room _____	Instructor _____
Project _____		Meeting time _____
Area presented by _____		
Topic or Subject _____		

In the items below check the word(s) that tell how you feel about each statement.

1. How would you rate this institute area?

Superior	Excellent	Good	Fair	Poor
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐

2. The meeting time for this institute program was:

5 ☐	4 ☐	3 ☐	2 ☐	1 ☐
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

3. My attendance at this meeting was:

Essential	Important	Not so Important	A waste of time
☐	☐	☐	☐

4. Do you feel this institute area will help you increase your personal effectiveness in working with migrant adults?

Yes	No
☐	☐

Adult Basic Education Institute

Consultant's Evaluation -- P. 2

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5. In the future institute programs:

a. What should be emphasized more? _____

b. What should be eliminated from the institute?

c. Additional comments: _____

Adult Basic Education - Arizona State University

On-Site Follow-Up Discussion

Now that you have had a little time since the Reaction Inventory came your way, we should like to see how you feel about some things at present.

1. Are you glad you attended the Institute?
2. What are the highlights or best features which you readily recall?
3. What changes or new directions have occurred as a result of the Institute in your work?
4. What is the status of in-service training programs in your setting?
5. Are there evidence of increase in quality of your performance as a result of the Institute. Do you enjoy your work more?

6. What are the most critical problems facing you in your work?

7. How can the institutes be improved in the future?

8. What are the most salient features of your program that relate to content of the Institute?

9. Of what importance do you see communication skills and/or reading skills in ABE programs?

10. Describe your total program of activity, and how institutes like last summer's can be of help.

11. How successful, in general, were we in realization for you of the following objectives?

e.g.--

a. to train teachers to become more effective in teaching reading to the disadvantaged adults

b. to train teachers to become more effective in teaching English as a second language

c. to train teachers to teach the Language Arts

d. to train teachers to develop flexible criteria for
the target population

- e. to utilize interaction analysis as a technique to up-grade classroom operations

Appendix C

Solicitation Letter for Contributions
to the Supplement

TO: All ABE Institute Participants 1970-71, 1971-72
FROM: G. D. McGrath & John L. Edwards
SUBJECT: Materials for a supplementary syllabus

The Institute staff is planning to compile a supplement to our ABE syllabus. Hopefully, you have developed some materials for your program which may have applicability to other participants and their programs. We would consider it a pleasure if you would provide us copies for duplication and dissemination to all of our participants. Please forward these materials to us for consideration. It may be impossible to include everything, but be assured we will do our best.

Let us hear from you by June 1, 1972.

APPENDIX D

Institute Certificate

College of Education
Arizona State University

Tempe, Arizona

Certificate of Attendance

Awarded to

For Attending and Successfully Completing

THE 1971

DULT BASIC EDUCATION

COMMUNICATION SKILLS INSTITUTE

INTERACTION ANALYSIS

ESL - METHODOLOGY

READING - LANGUAGE ARTS

CURRICULUM

Awarded:

John L. Edwards

Co-Director

Joe Lucero

Assoc. Director

Allene Miranda

Administrative Asst.

Co-Director

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APPENDIX E

News Release
Pictures of Institute

HELP FOR DISADVANTAGED ADULTS

Institute For Teachers Set At ASU

Special to The Gazette

TEMPE — A four-week summer institute at Arizona State University, funded by a \$75,000 grant from the U.S. Office of Education, hopefully will open some of the doors to economic opportunity for a portion of the nation's disadvantaged adult population.

The institute will train 34 teachers from six Southwestern states in the communication skills needed by the disadvantaged adults in their respective communities. The project is codirected by Dr. John L. Edwards, associate professor of education, and Dr. G. D. McGrath, professor of education.

THE PROGRAM'S objectives, as outlined by Dr. Edwards, are to provide some of the basic communication skills to disadvantaged adults, and to teach reading skills and improve language art skills to those who don't have them.

The institute's participants are, for the most part, high school and elementary teachers having experience as adult education instructors. Dr. Edwards expressed the hope that they not only will become more effective in their respective programs but that they also will act as catalysts in initiating in-service training workshops for their local programs and communities.

LAST YEAR the institute attracted 96 teachers, and 89 of them later were visited personally to check on their progress. Thirty-four of them also returned to ASU in April for a corresponding mini-institute. Similar follow-ups are planned for the current session.

The area dealing with educating the participants in how to teach English as a second language will have special emphasis. Dr. Carmen Timi-

raos from New Mexico will serve as a guest faculty expert. The faculty and teachers will seek to determine the exact needs of those they will eventually be working with.

"Even those who will not

be dealing with teaching English as a second language will benefit from the techniques being taught, particularly in the field of academic discipline," Dr. Edwards stated.



Mike Wolf employs
Fander's Interaction -
A 9 or 10?

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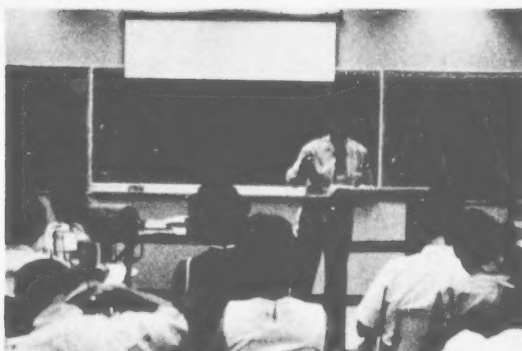
Pat Potter tries
her hand at developing
the matrix.



Don Nordland is
as involved as the
students.



Bob Sola lets
us see our-
selves as we
really are.



Dr. Carmen Timiraos stresses the importance of modeling loudly and clearly.

Joe Lucero, who hates 5's, uses his share during the first hours of ESL.



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Tom Makris uses Body Language in his ESL micro-teach.

Trent Bowman demonstrates the techniques of producing visual-aids.



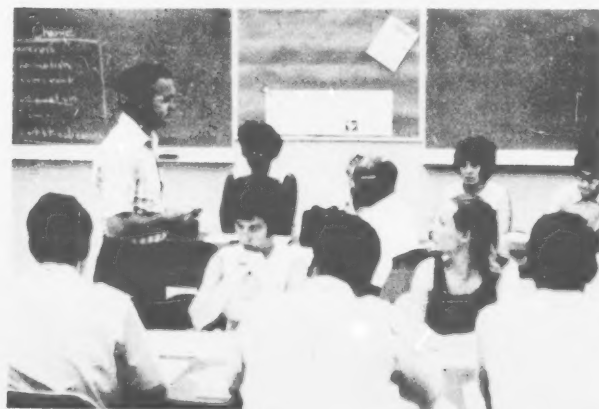


Harry Widdenson in Curriculum Development discusses our goals and how to reach them.

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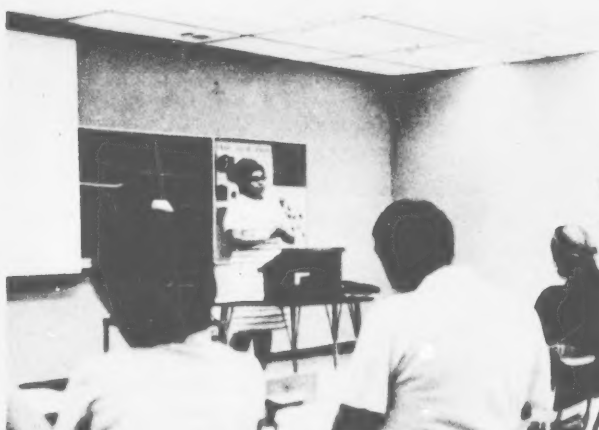


Curriculum Development often requires change--so begins Dr. Olivero.



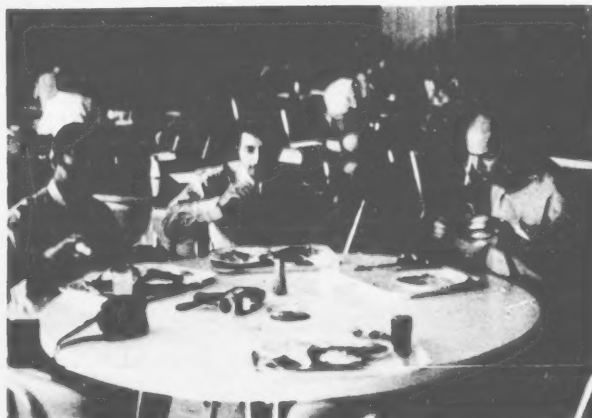
Dr. Olivero goes over ABE Curriculum Development--Multiple Diagnostic Preview.

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Mary Willekens -
consultant for Language
Arts explaining how it's
done.

Fortifying for the
afternoon class are
Dr. Edwards, Joe Lucero
and Dr. Don Brown.



Participants learning
how to be a good
listener.

APPENDIX F

Syllabus Supplement

SUPPLEMENT

to

The Syllabus

of

Communication Skills Institute

Summer, 1971

Contributed by

Arizona State University

August, 1972

The Supplement

Rationale. Early in the Fall of 1971, as follow-up activities were begun with participants of the Institute held on the campus of Arizona State University, it became clearly evident that the publication of a supplement to the syllabus would be the most helpful thing that could be done. Participants had indicated that they were finding the syllabus, which was prepared at the end of the Institute, of great value and that they believed an addendum at the end of the academic year would render a significant service to them. Moreover, there were many suggestions relative to content for the supplement. By far, the greatest emphasis was directed toward two components for the supplement. These were:

1) Additional material from Dr. Joe Lucero on ESL, and 2) Contributions which the participants would make about practices or references with which they had achieved great success or had found helpful. The co-directors arranged with Dr. Lucero to supply additional material, and they wrote to each participant inviting contribution of techniques, ideas or references to be included in the supplement. The materials which came in were studied, and those which appeared to be the most helpful to the greatest number of participants were selected for inclusion. The document is submitted to each participant with the hope that all will find it helpful.

John L. Edwards

G. D. McGrath

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Section I

ENGLISH FOR SURVIVAL

guidelines for establishing
English as a Second
Language program

by

Joe Lucero

(The following are excerpts from a book written by Dr. Lucero. Participants may wish to obtain the book upon its publication. None of this material may be reproduced without written permission from the publisher. The Table of Contents is included to give the reader a picture of the scope and sequence of the book.)

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Section II

DIRECTED STUDIES TEACHING CONCEPTS

at

OTERO JUNIOR COLLEGE

by

Bob Roades



DEPARTMENT OF DIRECTED STUDIES
IN
READING, WRITING, MATH, ABE
AT
OTERO JUNIOR COLLEGE

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Otero Junior College is concerned with the individual and his progress; therefore a Department of Directed Studies has been established. Within the department, a student proceeds at his own rate and provides his own competition.

Grading is on a Pass-Unsatisfactory basis and college credit toward graduation is granted in all courses except ABE. Tests are used only as diagnostic tools and each student receives a program suited to his own goals, abilities, and interests.

In the Reading Lab each student begins at a level where he can see immediate success and works into more difficult levels. He begins on a program worked out by him and a reading specialist to decrease his weaknesses and reinforce his strengths. The latest equipment (hardware and software) virtually assures the student that he will find materials at any level that interests him. He may work in any or all of these areas: reading efficiency, comprehension, spelling, vocabulary, word-attack skills, skimming and scanning, listening techniques, study skills in general or specific content areas, or preparation for passing the G.E.D. tests.

The goal of the Writing Laboratory is to help the student to learn to write more efficiently and effectively. Each student works independently with an English composition specialist to build basic skills or to develop advanced techniques of writing. Preparation for the Correctiveness of Expression G.E.D. test is also provided in the Writing Lab.

The Math Lab utilizes the latest in programmed and individualized tests and stresses personalized instruction to enable the student to fulfill the math requirements of the Business, Data Processing, Occupational, and Vocational departments, as well as to prepare for G.E.D and to strengthen the mathematical backgrounds of those who wish to go on to College Algebra.

Adult Basic Education is a program of instruction designed (1) to enable adults to read and write English, (2) to enable students to perform basic arithmetic functions, (3) to raise substantially the educational level of such adults to make them less likely to become dependent on others, (4) to increase opportunity for more productive and profitable employment, and (5) to make them better able to meet their adult responsibilities.

Otero Junior College takes a liberal arts approach to Adult Basic Education. Each student spends four hours per day in school. Two of each four hours are spent in one classroom - the ABE Lab. Here the basic skills in reading, writing, and arithmetic are taught. Each student has a program individually tailored to his needs and abilities. He is able to work at his own speed with maximum reinforcement and individual attention. His other two hours of campus time are spent in a variety of class situations. These classes are instructed by regular college faculty and by members of the community. Special attention is paid to the learning difficulties of the adult student. Thus, the ABE student is exposed to educational experience ranging from physical education to public expression which is presented so that he can most easily grasp it. This approach makes learning a natural process which gives insight into many aspects of a student's life. The ABE student discovers that he is not merely gaining skills, but is getting a practical and relevant education.

Section III

THREE STATEMENTS FOR WRITING-LAB INSTRUCTORS

BY

Loren Williams

A LANGUAGE EXPERIENCE APPROACH

PROBLEM: Generally, minimal writing performance is expected from the entering college student. Yet many instructors have encountered, and others expect to encounter the pre-writing student. He possesses most of the limiting characteristics of others in Developmental English, but some to a much greater degree. He is the product of the multiple-choice examination and the one-word answer test. What writing he has done has been in short phrases, or from dictation, or line by line copy from some source material. The words, the style are not his own. He has never displayed his speech and language patterns visually and certainly has not revised what he has written analytically, or by the conscious inclusion or exclusion of alternative idea groupings. He may be handling himself successfully "on the street" and see no real reason why he can't just talk his way through English. His case is not hopeless, but it may seem to be. Developing writing is not the objective, initiating writing is the objective.

SOLUTION: A language experience approach to this student will use the language and experiences of the individual unique to him as the raw material of writing instruction. It encourages a call back of the learner's experience with his environment. The operational concept will pattern as follows: What he can think, he can speak; what he can speak can be written; what can be written can be read, and what he reads, he writes.

STEP I Begin with the student's interest and experience. Let him relate orally what he thinks; the way he thinks it. Transcribe for him; do not translate. Get it down graphically the way he wants it. Give him a copy; have him read what he has said through you, his intermediary. Check to be sure he has complete understanding and have him recopy his ideas, his speech, his language, his message. Repeat; encourage massive verbal flow. Use the tape recorder if you're not quick enough, but don't slow him down. Cut him short, but never let him leave without visual feedback of his language.

STEP II Repeat process this time while student is a member of a small group, all of whom are explaining or describing their position regarding a single issue important to them--this is the group "binder." Record one sample series from each member. Permit more time for oral revision. Each will want additional opportunity to have what he has said just the way he thinks it; before he receives a copy and before others receive his transcription. He will sense the need to revise, to be right, even to be specific rather than general. So don't hurry him into frustration and withdrawal. He's beginning to communicate with others through the written word. Now, let him recopy and revise further if he chooses. Project his writing on the screen. Give opportunity for his oral review of why he wrote new changes into the draft. The students' oral expression is stimulated and strengthened through group discussion. Encourage group members to revise simultaneously his language on the copy they hold.

STEP III Have the group read something about which they have a common interest. Keep the reading brief. Prejudge your choice as a "best bet" for immediate student reaction. Permit each one to tell you what the author is saying; what he means. Again, as before, you write as he expresses himself orally. Don't skip a step; be a gracious scribe, an amanuensis. Give him alternative producing stimulations following the reading. For example, what should parents do with their unwed, pregnant daughter, or what should you do with your unwed, pregnant girl friend? This might be a good one near Christmas. Let him ring up value judgements; let him offer solutions and let him describe/explain what he thinks others would want him to do. Inquire what position others have taken. How did they support their decision? Press, but not too hard, for clarification and examples.

CONCLUSION: Remember, you write; he thinks and speaks -- always in the first phase of each new step and approach. Skills such as letter formation, word recognition, spelling and phonics, (incidentally, for those who care, by saying a word; then seeing it, rather than seeing it and saying it) style and form, etc., can be developed meaningfully from the student's own language.

THE NON-VERBAL MODEL

(an experimentally tested approach to expository writing)

INTRODUCTION	The Child Guidance mechanical toy cash register is an effective means for directing the development of an expository paragraph and the longer composition.
INSTRUCTOR SUGGESTIONS	Mature student interest will be secured and maintained through instructor's encouragement to visualize and interpret the model as an engineering feat worthy of careful observation and requiring the accuracy of a field engineer's report, and through instructor's demonstration of thorough familiarity with the model's mechanical functions, relationships, educational potentialities, and physical properties.
COMPOSITION AIM	Exposition which seeks to explain a subject by such methods as analysis, definition, comparison, contrast, and illustration, and which seeks to inform the reader about the operation of some physical process, may be realized in part or whole in the student composition. So as to fulfill these objectives, it is recommended that writing focus on general functions, on specific relationships, and on educational benefits interwoven in the model's construction. Description which attempts to give the reader a sense impression of an object and thus informs the reader of the appearance, feel, or sound of some object may also be attained.
BEHAVIORAL OBJECTIVES	Students will develop a central though explicitly expressed and contracted for in the topic sentence. Students will organize ideas for emphasis and reader guidance and incorporate clear signals of coherence which mark these relationships.
USE	Model may be used as an exit, but not necessarily an exclusive, writing assignment for English Fundamentals 10.
OUTCOMES	The attached, unmarked students' compositions demonstrate the usefulness of this experiment by evidence of behavioral skills. (See Master Manual for student compositions.)

UNCOVERING A GOOD IDEA IS LIKE FINDING A JEWEL

INTRODUCTION:

Students in Writing 11 will demonstrate interest and respond enthusiastically to comparative statements. Verified experience suggests that the metaphor and simile are especially well suited as mental leavening. Additionally, student expression of similarities and differences encourage specificity often without attendant argumentation. Somehow an initial, comparative control awakens higher mental consciousness and balance, rather than emotion laden rancor.

PROCEDURE:

- I. Introduce subject complement patterns and incomplete comparisons between the animate and animate; animate and inanimate, etc.
 - A. Bill is a man.
 - B. Bill is good.
 - C. Bill is like ... (Substitute controlling ideas)
 - D. Bill is like Joe Namath.
 - E. Joe Namath is like the Rock of Gibraltar.
- II. Encourage individual class members to orally suggest how example comparisons are not alike and how one may err in forming generalizations.
- III. Introduce similes of increasing complexity - of differing degree and order.
 - A. Writing is like a wild flock of birds.
 - B. Writing is like learning to drive a car.
 - C. Writing is like learning to play the piano.
 - D. Writing is like learning to throw a pot.
- IV. Request all students choose a simile which appeals to them -- their imagination, their knowledge.
- V. Students write--encourage a generous outpouring of detail. Review, annotate and select samples to be shared; assure opportunity for revision.

Section IV

TWO SAMPLE LESSON PLANS

BY

Belen Moreno

(to be supplemented with lectures, tapes, chalkboard demonstrations and the use of Text/English 900)

LESSON PLAN

LESSON THREE

READING PRACTICE Fill in the blanks before you read.

I'd like to introduce myself to you. My name is _____.
I am _____ years old. I live in the city of _____.
My address is _____. I am studying _____
in school. My teacher is named _____. I have several
friends in the class. One of my friends is _____. Another
one of my friends is _____. Right now I am studying on
page _____. My native language is _____.
I was born in the city of _____. The city where I was
born is in the country of _____. I have been in the
United States for _____ years. I hope I can be friends
with all of you and that we can practice English together.

CONTRACTIONS

LESSON THREE

Rules

1. A contraction is two words that have been put together to make one word.
2. Contractions may be used in either speaking or writing.
3. The apostrophe (') is used to show that some letters have been left out and that the word is a contraction.

A LIST OF CONTRACTIONS

<u>Complete Words</u>	<u>Contractions</u>
1. I am	1. I'm
2. I have	2. I've
3. I had	3. I'd
4. He is	4. He's
5. He had	5. He'd
6. She is	6. She's
7. She had	7. She'd
8. I will	8. I'll
9. I would	9. I'd
10. He will	10. He'll
11. He would	11. He'd
12. She will	12. She'll
13. She would	13. She'd
14. They are	14. They're
15. They would	15. They'd
16. They will	16. They'll
17. Should have	17. Should've

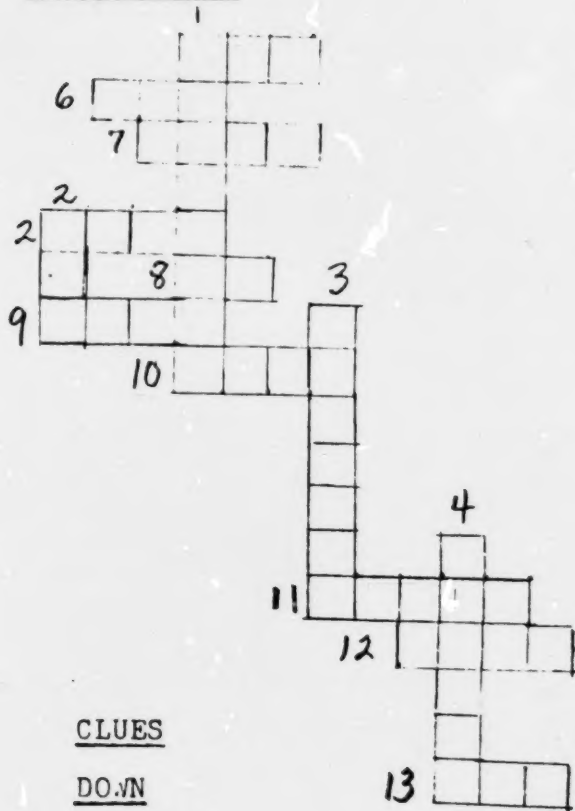
LESSON THREE

- 18. Will not
(would not)
- 19. Would have
- 20. Could have

- 18. Won't
- 19. Would've
- 20. Could've

You will see other contractions in your reading. When you learn a new contraction, write it in the space below.

LESSON THREE



CLUES

DOWN

1. A structure. A city has many of these.
2. A small animal. Like a mouse, but larger.
3. Where you live.
4. A road in the city.
5. Used in telling location.

ACROSS

1. To purchase. Give money for.
2. Used for travel.
6. Not I, but _____.

PUZZLE

Use the clues to find the words to fit in the puzzle.

7. A large town.
8. Not out.
9. Smaller than a city.
10. Not bad.
11. Cities are in these.
12. What you take when you travel.
13. One more than nine.

LESSON THREE

CONTRACTION PRACTICE

Write each of the following words as a contraction. Practice saying both forms of the word.

- | | |
|-----------|-------------|
| 1. _____ | I have |
| 2. _____ | He is |
| 3. _____ | Will not |
| 4. _____ | They would |
| 5. _____ | She is |
| 6. _____ | He would |
| 7. _____ | I am |
| 8. _____ | Should have |
| 9. _____ | They will |
| 10. _____ | We will |
| 11. _____ | Could have |
| 12. _____ | I have |
| 13. _____ | They are |
| 14. _____ | We have |

Write each of the following contractions as complete words. Say each aloud.

1. He's _____
2. I'll _____
3. She's _____
4. They'd _____
5. Should've _____

LESSON THREE

6. I'd _____
7. She'll _____
8. They're _____
9. He'd _____
10. Won't _____
11. Can't _____
12. We'd _____
13. I've _____
14. Could've _____

CONTRACTIONS IN SENTENCES

Write each sentence again. Change every word you can to a contraction.

1. I would like to live in the country.

2. You should have gone with us.

3. I would like to travel, would not you?

4. She will be here at eight o'clock.

5. I could have gone with you if I had been there.

6. My friends will help you with your lessons.

7. She would like some help too.

LESSON PLAN

LESSON FOUR

The City

<u>Vocabulary</u>	<u>Translation</u>
1. Store	1.
2. Bank	2.
3. Grocery Store	3.
4. Laundry	4.
5. Laundromat	5.
6. Dry cleaners	6.
7. Hardware store	7.
8. Paint store	8.
9. Restaurant	9.
10. Cafe	10.
11. Department Store	11.
12. Clothing store	12.
13. Men's store	13.
14. Lady's store	14.
15. Shoe store	15.
16. Medical clinic	16.
17. Dental Clinic	17.
18. Office building	18.
19. Utilities office	19.
20. Post Office	20.
21. Business District	21.
22. Residential district	22.
23. Hospital	23.
24. Garage	24.

LESSON FOUR

SENTENCE DRILL

Select the correct word from your vocabulary for each sentence.

1. The doctor has his office in the _____ building.
2. I went to the _____ store to get food for my family.
3. You should see the new boots I bought at the Central _____ store.
4. I took my friend to a _____ for lunch.
5. He mailed three letters at the _____ office.
6. My son had a bad tooth so I took him to the _____ clinic.
7. He had his pants pressed at the _____.
8. I bought a gallon of paint at the _____ store.
9. My car was repaired at Joe's _____.
10. She washed her family's clothes at the _____.
11. He borrowed some money from the _____ to buy a car.
12. We bought our hammer and nails from the _____ store.
13. My friend, a waitress, works in a _____.
14. He lives in the _____ district of town.
15. I went to the _____ office for my mail.
16. She is a clerk in the department _____.
17. I had my gas turned on at the _____ office.
18. I visited my sick friend in the _____.

LESSON FOUR

WORD DRILL

Read the clues. Select the word from your vocabulary that fits each clue.

- | | |
|-----------|---|
| 1. _____ | 1. There is much money here. They will keep your money for you. You can write checks when you want money. |
| 2. _____ | 2. Go there when you are hungry. A waitress will serve you. |
| 3. _____ | 3. This is the place to go when you need nails for a hammer or saw. |
| 4. _____ | 4. You can mail a letter here. You can also buy stamps. |
| 5. _____ | 5. A man could buy a new hat or a new suit here. |
| 6. _____ | 6. Go to this place if you need electricity or gas. |
| 7. _____ | 7. There are doctors here. If you get sick, go here. |
| 8. _____ | 8. Shoes are sold here. You can buy a pair of socks too. |
| 9. _____ | 9. A big store. Many different kinds of things are sold here. |
| 10. _____ | 10. You can buy paint at this store. You can also get the brushes you need. |
| 11. _____ | 11. Go here when you need food in your home. You can buy meat and vegetables. |
| 12. _____ | 12. People wash their dirty clothes here. You can too. |

LESSON FOUR

FINISH THE STORY

There is a list of words below the story. Find the correct word for each space in that list.

Last month I moved to the city. I had lived in the (1) _____ for five years. I worked on a (2) _____. Then I got a job in a (3) _____ store. So I (4) _____ to the city.

I am a (5) _____ in the store. I (6) _____ many items. You can buy socks or shoes from me. You can also (7) _____ pants or shirts from me. I work in the (8) _____ department of the store. I work there from nine in the (9) _____ until five in the (10) _____. The work is not hard, but I get very tired.

Word List

morning

farm

clerk

sell

moved

clothing

country

afternoon

department

buy

LESSON FOUR

SPEAKING PRACTICE

Practice saying each sentence. Use the new word each time you say the sentence.

1. 1. This is a bank.
2. This is a laundry.
3. This is a cafe.
4. This is a shoe store.
5. This is a post office.
2. 1. They are going to the department store.
2. I am going to the department store.
3. We are going to the department store.
4. He is going to the department store.
5. You are going to the department store.
3. 1. I went to the medical clinic.
2. He went to the medical clinic.
3. They went to the medical clinic.
4. She went to the medical clinic.
5. We went to the medical clinic.
4. 1. They are at the grocery store.
2. He is at the grocery store.
3. She is at the grocery store.
4. We are at the grocery store.
5. I am at the grocery store.
5. 1. Where is the restaurant?
2. Where is the men's store?
3. Where is the paint store?
4. Where is the shoe store?
5. Where is the laundry?

6. 1. The post office is near here.
2. The post office is on the corner.
3. The post office is on Main Street.
4. The post office is across the street.
5. The post office is next to the bank.

LET'S TALK

1. Tell the class what kind of work you do. Where do you work? What do you do at work? Is your job interesting?
2. Tell the class about a trip you have taken. Where did you go? What did you see? Did you go to the city or the country? What kinds of buildings did you see?
3. Have you ever looked for a job? What kind of work did you want? Where did you look? What did you do? Talk with the other students about the best way to find a job.

LESSON FOUR
SENTENCE PATTERNS

1. This is a store.
2. She is at the grocery store.
3. He went to the hardware store.
4. I am going to the shoe store.
5. They have been at the dental clinic.

Questions and Answers

1. What store is this? This is the clothing store.

2. Is that the bank?

Yes, that is the bank.

No, that is not the bank. That is the post office.

3. Is there a dental clinic in this town?

Yes, there is a dental clinic on Main Street.

No, there is no dental clinic here.

4. Where are you going?

I am going to the laundry.

5. Is the medical clinic in the bank building?

Yes, the medical clinic is in the bank building.

No, it is in the post office building.

6. Where is a good place to eat?

The Blue Cafe is a good place to eat.

LESSON FOUR

QUESTION - ANSWER PRACTICE

Write an answer for each question. Practice both questions and answers with another student.

1. What store is this?

2. Is that a department store?

3. Is the post office on Main Street?

4. Where are you going?

5. Is that big building the bank?

6. Where can I buy some good shoes?

7. Is there a good restaurant in this town?

8. Where has he been?

9. Have you been to the grocery store?

10. Where can I mail this letter?

LESSON FOUR

The Play

Characters: Charles, a young man.
Sally, a friend of Charles.
Pete, another young man.

Charles and Sally are sitting in a restaurant. They are drinking coffee and talking. They have been looking for work in the city.

Charles: Did you find a job, Sally?

Sally: Not yet. Did you?

Charles: I didn't have any luck either.

Sally: I went to a department store to see if I could work as a clerk.

Charles: What did they say?

Sally: They didn't need anyone right now. They said to come back in a week.

Charles: I went to a restaurant. I wanted to work as a cook.

Sally: What happened?

Charles: They wanted someone with experience. I've never cooked before.

Sally: I would rather be a waitress than a cook.

Charles: That's fine for you; but I could hardly work as a waitress.

Sally: No, but you could be a waiter.

Charles: Say, that's an idea. I think that I'll go back to the restaurant and see if they need a waiter.

Pete enters the restaurant. All of the tables are occupied.

Pete: Excuse me. All of the tables are taken. May I sit with you?

Charles: Of course.

Pete: Thank you. My name is Pete.

Charles: Pleased to meet you. I'm Charles and this is my friend Sally.

Pete: It's certainly a pleasure to meet you. How are you today?

Sally: Tired. I've walked all over town.

Charles: So have I and my feet hurt.

Pete: I'm tired too, I've been working in my father's grocery store all day.

Sally: You must be very busy.

Pete: I'll say. Two people who worked for us quit yesterday.

Charles: Oh?

Pete: Yes, one was a stock clerk and the other was our checker. We haven't been able to find anyone to replace them yet and I've been trying to do both jobs.

Sally: Maybe I can help. I know where there are some people who are looking for work.

Pete: You do? Where?

Charles: Right here! When do we start?

LESSON FOUR

READING PRACTICE

Last night it was very warm. My friend and I decided to go for a ride in my friend's car. We drove down Main Street. On the corner was the City Bank. There were several lights burning in the bank building. It was very pretty. Next to the bank was a large department store. There were many displays in the windows. There was a boat in one window. In another was a display of new women's hats. We would have liked to shop in the store, but it was closed.

We also saw the new post office. The post office was in a large building. There were offices in the building too. We stopped at the post office to mail a letter.

There was a medical clinic on the next corner. Several doctors have their offices in the medical corner. Each doctor's name is on a sign over the door. If I get sick I will know where to go.

Near the medical center was a restaurant. My friend said that he was thirsty so we stopped. In the restaurant my friend ordered tea. I ordered coffee. We drank our drinks slowly and talked. When we finished, we returned to our homes.

Section V

MISCELLANEOUS SUGGESTIONS

A. Two Excellent Materials by Frances Blanks

Transparencies Introducing Reading - Thinking Skills

Levels A, B & C

Continental Press

Elizabethtown, Pa. 17022

Dorsett Teaching Machines

Dorsett Educational Systems

Norman, Oklahoma 73069

B. A Telephone Unit by Sharon Mathews

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A Telephone Unit

The Bell Telephone Company has a telephone unit consisting of one dial, one touch-tone phone and a simple switchboard. These are intended for use in grade schools.

There are booklets available in English, French and Spanish also.

Most of the time I use these phones for pattern drills like the ones on the sheets. Many students I get are level I and actually are afraid of the phone because they feel they can't cope either with the language or the often unfamiliar machine.

Some very low level I groups get an even simpler version of #1. Also I explain to those who feel #2 is too hard they can call "Operator" and say, "Help, fire" or "Help police" and leave the phone off the hook so it can be traced. This is a comfort to Army wives who must stay alone sometimes.

We usually re-write #2 in class to report a fire. And we make our own telephone book of emergency numbers and each other's numbers. I operate the switchboard and they call each other sometimes making up their own calls.

Phone

#1

1. Hello
2. Hello, Is _____ there?
1. No _____ is not.
2. When will _____ be there?
1. Probably this evening. May I take a message?
2. Yes, Will you have _____ call me? My number is 352-7131.
1. 352-7131 - Yes I will.
2. Thank you. Good-bye.
1. You're welcome. Good-bye.

#2

1. Police station. Dale speaking.
2. There has been an accident.
1. Where? Anyone hurt?
2. Yes, two are hurt. One is very bad. It is at the corner of Martin Way and Sleater-Kinny.
1. Right. Someone will be right there. I'll send an ambulance too. Don't move them unless there is extreme danger. Cover them with a blanket if possible.
2. OK - thanks, bye.
1. Bye.

#3

1. Sears. What department, please.
2. Appliance please.
3. Appliances, Kay speaking.
2. You advertised a freezer for \$129.95 in the paper. Is there a choice of color?
3. Yes. Avacado, copper and white.
2. Thank you. I'll come out and look at them. Bye
3. Thank you for calling. Good-bye.

Section VI

ADULT EDUCATION
SUPPLEMENTARY READING MATERIALS

By
Alexander Perez

July 14, 1972

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BASIC READING PROGRAMS FOR ADULTSGRADEMATERIALSPRICEDISTR.Check List to Evaluate Adult Reading Materials.

Wayne Otto and David Ford.

The purpose is to briefly and systematically present facts common to each reading program and evaluative statements arrived at by the reviewer of the program. Checklist are the following:

1. Materials have an adult appearance.
2. Covers mark the owners as illiterates.
3. Contents reflect adult tastes and interests.
4. Contents reflect adult basic education need for acculturation and re-socialization.
5. Presents problems of social maintenance as filling in forms, keeping accounts, making time purchases.
6. Presents citizenship or civic responsibility content.
7. Presents problems of social adjustment.
8. Presents special information such as technical content suitable for specific trades or job descriptions.
9. Suitable for English as a second literate language class.
10. Placement test(s) included in materials.
11. Placement test easily administered.
12. Placement test quickly places individual into materials at appropriate level of difficulty.
13. Materials programmed.
14. Includes practice reading materials.
15. Practice readings are short.
16. Practice reading includes comprehension questions.
17. Failure in program difficult.
18. Sequentially organized skill building.
19. Includes phonic skill training.
20. Includes context skill training.
21. Includes work analysis skills by word form.
22. Includes dictionary skills.
23. Includes other fact locating skills such as reading telephone directories.
24. Includes map or graph reading training.
25. Includes list of vocabulary introduced.
26. Vocabulary taken from a standard frequency list such as the Lorge or Mitzel list.

GRADEMATERIALSPRICEDISTR.

27. Vocabulary list analyzed according to frequency by standard list, i.e., how many taken from 1st 400, etc.
28. Includes teaching manual.
29. Manual includes lesson plans.
30. Manual includes teaching methods.
31. Manual describes organization of material.
32. Provides means of self-evaluation.
33. Self-evaluation is frequent.
34. Self-evaluation is part of learning program.
35. Includes handwriting training and practice.
36. Includes speech training and practice.
37. Pupil works mainly by himself with minimum of teacher help.
38. Group work supports the effort of individual.
39. Materials have been field tested.
40. Population upon which materials tested is described.
41. Results of field testing are reported.
42. Materials have been revised according to results of field testing.
43. Illustrations augment instruction.
44. Illustrations are tasteful.
45. Illustrations are clearly and unambiguously related to text.
46. Materials are durable.
47. Materials are inexpensive.
48. Materials are consumable.
49. Style of type is pleasing.
50. Layout design is pleasing.

First Steps in Reading English.

AP

A linguistic unprogrammed series of controlled symbols, words and sentence types. Includes four books with workbooks and four filmstrips.

American Incentive to Read Materials.

AIR

Materials are workbook type exercises with 24 coordinated phonograph records.

Student Text Book 1 and 2.

Short vowels are studied with simple words that are combined with regular consonants. Small number of sight words are included.

Student Supplement.

Includes five progress tests in phonics skills and Dictionary of Sounds in included.

Reading Series I, M. W. Sullivan.

BRL

Four workbooks, correlated readers, placement test and teacher's guide for programmed materials assuming knowledge of the alphabet, letter and word discrimination skills.

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
	<u>The New Streamlined English Series.</u> Frank C. Lauback, Elizabeth Mooney Kirk and Robert S. Lauback. Program series utilizing the Lauback literacy system with five workbooks of training in recognition of letter vowel and consonant sounds.		C-M1 NRP
	<u>Home and Family Life Series.</u> Emma Lewis Bright and Eva Cornelia Mitchell. Series takes whole word and sentence approach to reading in interracial content and illustrations. Reading Placement. Short test of word recognition and sentence comprehension. <u>A Day with the Brown Family</u> <u>Making a Good Living</u> <u>The Browns at School</u> <u>The Browns and Their Neighbors.</u> <u>Three Instructional Tools for Teachers</u> <u>Learning to Read Better</u> Workbook stressing the development of immediate recognition of words and phrases. <u>Language Workbook</u> Provides practice in writing basic grammar and oral expression. <u>Reader's One, Two, and Three</u>		CES
	<u>Words in Color,</u> Caleb Gattegno. Preliminary reading program of 47 colors to introduce 47 different sounds through a phonics approach and linguistic word patterns introduced. Teaches word analysis and syntax, but practice in reading is limited. <u>Books 1, 2, and 3. Teachers Manual.</u>		EBP
0-2	<u>Communications.</u> Josephine Bauar. Letter sounds and words are taught through linguistic patterns, primarily in writing.		
3-4	<u>Getting Started</u>		
5-6	<u>On The Way</u> <u>Full Speed Ahead</u> <u>Teachers Manual</u>		
	<u>System for Success, Book I.</u> R. Lee Henney. Program covering all areas of basic education with a 4th grade level proficiency set as goal. Phonic and linguistic method is provided for reading.		

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
	Adult Basic Education, First Series. Ellen C. Henderson and Twila L. Henderson. Two unprogrammed books with linguistic and phonic approach with some emphasis on spelling. Stress is placed on phrase, reading with whole words studied, consonant sounds structural analysis and pronunciation. <u>Teachers Guide</u> <u>Learning to Write</u> Workbook of handwriting instruction and manuscript writing.		HRW
	Talking It Over. J. B. Adair and R. L. Curry Develops skills necessary for success in initial stages of learning to read.	\$.78	FPC
	The Dimensions Series - Science Research Associates, Inc. - SRA. Dimensions Kit focuses on different areas designed to motivate students to read and improve reading skills.		
4-11.9	<u>Manpower and Natural Resources.</u> Kit to enrich basic reading from popular material dealing with masculine jobs. Kit Teacher's Handbook	\$69.95 .45	
4-6	<u>An American Album.</u> Kit with Reading selections of the history of America's growth. Kit Teachers Handbook	\$69.95 .45	
2-6	<u>We are Black.</u> Kit with reading selections and historical Black people. Kit Teacher's Handbook	\$52.50 .50	
5-12	<u>Reading for Understanding.</u> Individualized reading program for analyzing ideas and making logical conclusions. Edition 5 - College 3-8 8-12	\$41.95 41.95 41.95	
2-6	<u>New Rochester Occupational Reading Series,</u> Grades 9-12 and adult Provides reading instruction and information about world of work starting at 2nd grade reading ability.		

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
2	Level 1	\$ 4.20	
	Exercise Book	3.15	
3-4	Level 2	4.20	
	Exercise Book	3.15	
4-5	Level 3	4.20	
	Exercise Book	3.15	
	Teacher's Guides	1.20	
	Specimen Set	23.00	
<u>Reading Accelerator</u>			
Precision built pace devices to discipline students to read at increasing rates.			
	Reading Accelerator Model III	\$64.95	
	Reading Accelerator Model IV	45.95	
	Reading Accelerator Model V	21.75	
	Reading Ease Calculator	3.00	
	SRA Reading Calculator	4.15	
<u>Student Reading Improvement Texts</u>			
6-10	You Can Read Better	\$.80	
7-12	How to Improve Your Reading	4.75	
8-12	How To Become a Better Reader	4.75	
9-12	Develop Your Vocabulary	1.95	
9-12	Streamline Your Reading	.80	
<u>Reading-Arithmetic Index</u>			
Measures five levels of reading achievements with adults of low basic skills: word recognition, word decoding, comprehension of phrases sentences and paragraphs.			
	Reading Index Test Booklets	\$ 4.60	
<u>Synopses and Questions on each selection.</u>			
<u>Breakthrough.</u>			
Short paperback books with modern stories, articles, bibliographies and poems geared to young adults with low reading level.			
	Teacher's Guide		
	Lesson plans		
	Biography		
	Reading skills activities		
2	The Time is Now	\$ 1.02	
2	With It	1.02	
3	Winner's Circle	1.02	
3	Way Out	1.50	

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
3	Over The Edge	\$ 1.50	
4	Beyond the Block	1.02	
	Out of Sight	1.50	
	Where It's At	1.50	
5	This Cool World	1.77	
	How It Is	1.50	
	Coming Through	1.50	
	The Big Ones	1.80	
6	On The Spot	1.50	
	Making The Scene	1.50	
	<u>Remedial English, Guidebook to Better English Levels, III, IV.</u>		
7	Remedial English program with high interest level, low vocabulary, easy reading level and math, ethnic treatment.	\$ 1.29	
	<u>Remedial Reading Guidebook to Better Reading.</u>		
2-6	Reading program developed to overcome reading deficiencies on the intermediate and adult levels with high interest, low vocabulary material.		
	Student instructional book	\$.87	
	Guidebook to better reading	1.47	
	Teacher Manual	1.47	
	Six supplementary readers	.87	
4-8	<u>Reluctant Reader Libraries.</u>		
	Libraries with 25 high maturity low vocabulary paperbacks of adult editions of sports books, mysteries puzzles, biographies short stories and novels.		
	Four Reluctant Reader Libraries (25 paperbacks)	\$30.00	
	<u>BASE.</u>		
	A Basic Approach to the Structure of English is a self sufficient individual program of the structure of words.		
	Pace Tapes		
	Pacer		
	<u>Lift Off To Reading.</u>		
	A program of three cycles for students of poor motor visual verbal or perceptual skills.		
	Teachers Manuals		
	Cycle I	\$15.25	
	Cycle II	9.52	
	Cycle III	4.76	
	Workbooks (I, II, III)	37.30	

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
7-14	<u>Advanced Reading Skills.</u> A unit of levels graduated with short selections to develop prime reading skills. Advanced Reading Skills Program	\$73.80	
4-12	<u>Better Reading Books, Grades 4-12</u> Program to develop reading speed with comprehension with 20 reading selections with comprehension and vocabulary. Better Reading Book, 1, 2, 3	\$ 2.95	
	<u>People at Work: Readings With Drills and Exercises for Beginners in English.</u> Reading selections simplified for beginning student at adult level. Reader's Digest Readings, Books 1-6. Series of edited and abridged readings from Reader's Digest mainly for adults.		
	<u>Adult Basic Education Series</u> Approach to reading instruction through the use of whole words and sentences.		NNP
	<u>From Words to Stories.</u> M. Guyton and M. Kielty Purpose is a basic sight vocabulary of new words through short stories and review exercises.		NNP
	<u>Reading in High Gear, Cycle I.</u> M. Woolman. Leads to 8th grade reading proficiency with part program and part tutorial material with instruction beginning at the readiness level.		SRA
	<u>Basic Reading Series.</u> Four levels to provide for individual differences in ability with 6th grade reading level aim.		SB
	<u>Building Your Language Power.</u> F. Laubach. Programmed materials in linguistic approach and based on visual and phonic discrimination of letters through books 1-6.		SB
	<u>Noble's Adult Basic Education Series.</u>		NNP
2	<u>How We Live.</u> Designed for adults who have begun to read with 56 topics covered in short units with work-sheet pages deal with the daily needs of an adult in community, daily life, and in his work.	\$ 2.12	

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<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
2-3	<u>Live and Learn.</u> Selection of topics for the adult, portrayed in a question-answer type form, stressing vocabulary development.	\$ 2.64	
1-2	<u>Everyday English and Basic Work List for Adults.</u> Designed to help non-English speaking adults to improve their ability in carrying on an English conversation, in writing a letter and in reading a newspaper.	\$ 1.72	
1-4	<u>Reader's Digest Adult Reading Series.</u> Twelve 32 page booklets, containing short articles adapted from the <u>Reader's Digest</u> with high adult interest. Each story concludes with work page stressing understanding and vocabulary development.		RDS
	<u>English Lessons for Adults, Varnado, J. and Gearing, P.</u> Designed to help adults with four or fewer years of education with the English skills needed to obtain a new or better job. Develops basic skills in reading, spelling, vocabulary, pronunciation, and elementary composition skills.		HBW
	<u>English Lessons for Adults, Book I</u>	\$.99	
	<u>English Lessons for Adults, Book II</u>	.99	
	<u>English Lessons for Adults, Book III</u>	.99	
1-6	<u>English Through Pictures.</u> Paperbacks introducing vocabulary through picture techniques and develops into interesting textual materials. Workbooks accompany the texts and provide ample writing exercises.		WSP
	<u>English Through Pictures, Book I</u>	\$.75	
	<u>A First Workbook of English</u>	.75	
	<u>English Through Pictures, Book II</u>	.75	
	<u>Second Workbook of English</u>	.75	
	<u>First Steps in Reading English</u>	.75	
1-3	<u>News For You.</u> A four page weekly newspaper geared for adult basic education on two ability levels, containing news highlights with feature articles on historical events, opinions and information pertinent to the adult. Contains a work column. <u>Teachers Manual.</u>		LL

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
1-4	<u>Reading For A Purpose.</u> J. B. Adair and R. L. Curry. Text for a beginning reading program designed especially for the under-educated adult. Topics considered include the problems of the immediate family, group and community relationships and the development of wholesome attitudes. Exercises provide opportunity for each student to work at his own pace.	\$ 3.54	FPC
5-8	<u>Reading for a Viewpoint.</u> Structured to develop language arts skills. The content of the program is designed to extend the student's knowledge of the United States, its social heritage and political institutions. The exercises and suggested activities provide opportunity for the students to develop their social skills through participation in the group processes. <u>Teacher's Manual.</u>	\$ 3.54 \$ 4.50	FPC
7-12	<u>Reading in High Gear.</u> M. Wollman. Created to give reading instruction to culturally disadvantaged and can be used with virtual nonreaders. Incorporates principles of programmed instruction aimed at keeping learners actively involved. Designed to provide a systematic pattern of growth. Designed for adults. Grade level equivalents are not assigned because of the uniqueness of the learning techniques. <u>Learner's Workbook, Cycle 1</u> <u>Learner's Workbook, Cycle 2</u> <u>Learner's Workbook, Cycle 3</u> <u>Learner's Workbook (complete set of 5 books)</u> <u>Instructor's Manual, complete set of 3 books</u>	 \$ 2.55 3.66 2.25 7.05 11.49	SRA
	<u>Steck-Vaughn Adult Basic Education Series</u> Series of worktexts designed to allow pupils to work at their own pace with individual assistance from instructors.		SV
1-4	<u>Working with Words.</u> Basic language skills with reading and writing through phonetic systems of sounds, with accompanying exercises, adult-oriented illustrations and stories.	\$.81	
1-4	<u>Working with Word Patterns.</u> Builds on structures of words and sentences while introducing important economic information in a study about a family.	\$.81	

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
1-4	<u>Adult Reader.</u> Designed to teach adult beginners to read using a basic vocabulary, including word studies, review lessons and check lists.	\$.81	
5-8	<u>I Want to Learn English.</u> Includes fundamentals of English and reading and writing exercises.	\$.81	
3-4	<u>Read to Learn.</u> Suitable for Spanish speaking adults learning English. Is designed to develop skills in use of a dictionary, strengthen reading comprehension and to encourage written expression.	\$.81	
	<u>Spelling and Handwriting</u> A Worktext edition of one of the most effective high school spellers on the market. Loose-leaf tests; Answer key in Teacher's Edition. Teacher's Edition also available at the same price.	\$ 1.92	
3-4	<u>My Country, Revised.</u> Simple exercises and activities based on meaningful stories about our country and government present the basic reading skills of the third-and fourth-grade levels. <u>Teacher's Manual.</u>	\$.81	
3-4	<u>You and Your Money.</u> The adult-oriented reading material and instructional exercises of this Worktext provide sound information about good practices in consumer buying and money management. <u>Teacher's Manual.</u>	\$.81	
4-5	<u>Holidays and History.</u> National holidays are explained with the history and origin of each holiday put into a collection of readable stories.	\$ 1.32	
4-5	<u>Helping Your Children.</u> The basic ideas about the physical, social, and psychological needs for children are explained in easy-to-read stories.	\$ 1.32	
5-6	<u>New Fabrics, New Clothes, and You.</u> This book describes methods of determining the content of fabrics and explains efficient ways of selecting and caring for clothing.	\$ 1.32	

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<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
5-6	<u>Health for Happiness.</u> Health for Happiness represents vitally important information about everyday health problems and points out ways in which these problems can be solved.	\$ 1.32	
5-6	<u>The Care We Give Our Clothes.</u> Ways of getting maximum value for money spent in purchasing clothing are pointed out as well as helpful hints for developing efficient and effective shopping practices.	\$ 1.32	
3-4	<u>Where Does The Money Go?</u> Worktext utilizes stories to present ideas on money management and wise consumer buying. Exercises following each reading selection test comprehension of the reading material. <u>Teacher's Manual.</u>	\$.90	
3-4	<u>We Are What We Eat.</u> Especially for adults, This booklet provides reading material and instructional exercises about meal planning, the selection and preparation of foods, and economical shopping habits. <u>Teacher's Manual.</u>	\$.81	
	<u>Reading.</u>		
	<u>Reading Essential Series.</u>		
	Reading Essentials Worktext develop essential reading skills sequentially. The series is supplementary program for helping adults progress rapidly in developing their reading ability.		
	<u>New Goals in Reading (Remedial)</u>	\$.93	
	<u>New Journeys in Reading, Revised</u>	.93	
	<u>New Adventures in Reading, Revised</u>	.93	
	<u>Progress in Reading</u>	.93	
	<u>Mastery in Reading</u>	.93	
7-9	<u>Activities for Reading Improvement. Books 1-3</u> Through interesting, informative reading selections and thought-provoking exercises, this series can give advanced adult basic education students added incentive to continue their learning.		
	<u>Social Studies.</u>		
	The following civics, geography, and history Worktext and workbooks provide material in grade levels ranging from junior high through high school. Supplementary material in these books will provide adults with a general background essential in social development.		

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
5-6	<u>Our United States, Revised</u>	\$.90	
7-8	<u>Our Nation, Revised.</u>	.90	
7-9	<u>Our Democracy, Revised</u>	.90	
	<u>Our American Constitution: The Story of a</u> <u>Great Document.</u>	.96	
	<u>United States History for High School, Revised</u>	1.05	
	<u>World History, Revised</u>	1.05	
	<u>The United Nations.</u>	.96	
	<u>Soft Cover Adult Library Books.</u>		
4-5	<u>Stories of Twenty-Three Famous Negro Americans.</u> Series of interesting and inspiring stories about such famous Negro Americans as Willie Mays, Louis Armstrong, Mahalia Jackson, and Matthew A. Henson.	\$ 1.32	
4-5	<u>They Served America.</u> Biographical sketches about men and women who helped make America great are written in easy-to-read prose for the adult reader or student who wishes to gain information while improving his reading skills.	\$ 1.32	
5-6	<u>A Job For You.</u> Practical reading experiences on a fifth- to sixth-grade level to locate and take advantage of job opportunities.	\$ 1.32	
7-9	<u>Basic Science For Living, Book 1 and Book 2.</u> Each book provides a review of basic scientific facts and ideas and develops reading comprehension through readings, vocabulary studies, and checkup questions in general science.	\$.90 ea.	
5-6	<u>How To Read Better, Books 1 and 2</u> Easy stories followed by exercises that direct attention toward getting main ideas, remembering facts, and analyzing situations in an adult centered story.	\$.66	
1-3	<u>Steps to Learning, Books 1 and 2.</u> Provides interesting reading and work type material to meet the needs of adults in beginning reading, writing, and numbers.	\$.66	
1-4	<u>I Want To Read and Write.</u> Controlled vocabulary exercises, reviews, and tests provide adequate instruction in all basic reading skills for beginners.	\$.81	

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
3	<u>Learning and Writing English.</u> Emphasis is placed on troublesome verbs, capitals, punctuation, sentences and other fundamentals.	\$.81	
9-12	<u>English Essentials. (A refresher course)</u> Plentiful instructional material, examples and exercises to assist adults who wish to master the basic essentials of English before taking the GED test.	\$.75	
3-4	<u>Building Word Power.</u> Helps undereducated adults understand and master phonetic and structural work attack skills with practice in recognizing unfamiliar words.	\$.90	
	<u>The Mott Basic Language Skills Program. Allied Education Council.</u> A series of text-workbooks using the pictotex method which helps the learner to become literate in a logical sequence with a maximum degree of self-help, while applying basic language skills to persistent life problems and situations.		
1-3	<u>Reading 300.</u> Basic Language Skills 300A Basic Language Skills 300B	\$ 1.55 1.75	
4-6	<u>Reading 600.</u> Basic Language Skills 600A Basic Language Skills 600B Instruction Manual	\$ 2.25 2.25 1.00	
7-9	<u>Reading 900.</u> Basic Language Skills 900A Basic Language Skills 900B Instruction Manual	\$ 1.95 1.95 1.00	

SRA Reading Laboratories.

SRA

The SRA reading laboratories suitable for the introductory stage of reading include Reading Laboratory I, Ia, Ib, Ic. The laboratories contain many articles as separate items which are grouped according to readability level. They are suitable for adults and are a great boon to the teacher who is teaching students at various levels of reading. The laboratories should be supplemented with vocabulary development materials.
Teacher's Manual.

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
	<u>Spelling Word Power Laboratory.</u> This kit includes many exercises for studying sounds and how words are put together. The study of vowels, consonants, abbreviations, contractions, plurals, homonyms, and difficult words are presented in the form of learning wheels. The students may find questions by turning a wheel and answers by another turn of the wheel, hence immediate reinforcement. A variety of check tests, spelling key cards, a student record book, and a teacher's handbook are included.		
	<u>Programmed Grammar.</u> Self-instructional program covers the parts of speech and basic sentence patterns of modern written English. Consists of 29 units, each followed by a test, and a final examination. Frequent review frames are interspersed throughout the program.	\$ 2.50	MGH
	<u>Programmed Reading for Adults.</u> A series of 8 programmed workbooks for bringing older students (including total illiterates) up to a 6th grade reading level - quickly and efficiently - no equipment necessary. The course is self-teaching and can be administered by any literate person. A simple, easily read teacher's guide provides complete instructions.		MGH
	<u>Teacher's Guide to Programmed Reading for Adults.</u>	\$ 6.28	
	<u>Placement Test.</u>	\$ 8.40 pkg.	
	<u>Book 1: The Letters of the Alphabet.</u> Teaches the student to identify and to write the letters of the alphabet, and to do the same with numbers up to 100.	\$ 2.65	
	<u>Teacher's Edition of Book 1: The Letters of the Alphabet.</u> Provides a suggested script for oral presentation and direction by the teacher of the learning experiences.	\$ 5.04	
	<u>Book 2: The Sounds of the Letters.</u> Teaches letter-sound relationships, a selected reading vocabulary of words up to five letters in length and including all the letters of the alphabet, and several proper names.	\$ 2.20	

GRADEMATERIALSPRICEDISTR.Teacher's Edition of Book 2: The Sounds of the Letters.

Provides a suggested script for oral presentation and direction by the teacher of the learning experience.

Book 3: From Words to Sentences.

\$ 2.04

The student begins working independently and completely at his own pace. The Learner sounds out words according to phonetic principle, and advances from simple word discriminations to reading phrases and sentences.

Book 4: Sentence Reading.

\$ 2.04

The sound progression expands to include complex consonant blends, inflected forms, and words up to eight letters in length. Using the sentence as a basic unit, the student describes pictured situations, interprets action sequences, and selects logical conclusions from listed alternatives.

Book 5: Paragraph Reading.

\$ 2.04

Situational structuring grows more complex. The student reads paragraphs and answers questions about their content. He masters many new sound classes and enlarges his active reading vocabulary by a large number of new words.

Book 6: Consecutive Paragraphs.

\$ 2.04

Prefixes, suffixes, and compound words are treated as the student masters long vowels and reads consecutive paragraphs.

Book 7: Content Analysis.

\$ 2.04

The student reads whole pages of text and answers questions designed to promote comprehension. Reading passages are alternated with word drills and exercises which reinforce the linguistic progression.

Book 8: Functional Reading.

\$ 2.04

As the student learns to read relatively sophisticated and even technical prose, he applies his reading skills to solving many problems related to employment and his personal life.

9-12

How To Read Your Newspaper. R. Smith and B. Michalak.

\$ 1.95

HBW

Teaches students how to read a newspaper using actual articles on contemporary social

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<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
	problems. It guides students in reading a newspaper objectively and subjectively, separating fact from opinion, and understanding consumer ads, propaganda, and journalistic vocabulary.		
	<u>Communication Series.</u> J. Bauer.		FPC
0-2	<u>Communication I.</u> A basal reading program utilizing applied linguistics to teach reading, writing, spelling and basic English.	\$ 1.75	
3-4	<u>Communication II.</u> Continues skills of Book I by using patterns, analogy, and contextual clues.	\$ 1.74	
4-7	<u>Adult Education Study Lessons In Our Nation's History.</u> J. Abramowitz. As students learn content of U. S. History, they continue to develop reading and comprehension skills, controlled vocabulary and sentence structure. Recommended for High School Equivalency Programs.	\$ 4.26	FPC
	<u>New World Series.</u> This series presents a literature and reading skills program. The anthologies contain selections written by contemporary authors about current problems. The books are organized thematically and reflect several ethnic themes. Selections have a very low reading level but a depth of meaning. The reading skills program is outlined in the teacher's edition and accompanying exercise appear in the reader's notebook.		HBW
7	<u>New World's Ahead.</u>	\$ 3.15	
8	<u>New World's of Reading.</u>	\$ 3.14	
9	<u>New World's of Literature, 2nd Edition.</u>	\$ 3.30	
10	<u>New World's of Ideas.</u>	\$ 3.30	
	<u>New World's for Americans.</u> Teacher's Manual.	\$ 3.45 .75	
	<u>Your Family and Your Job.</u> Cass. An intermediate Text that builds the adult student's vocabulary while introducing him to increasingly complex story situations.	\$ 2.12	NNP

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
	<u>How We Live.</u> Cass. A practical text of easy readings for the Adult who has already begun to read. Includes exercises.	\$ 2.64	NNP
	<u>Live and Learn.</u> Cass. Useful reading with exercises for adults within a 600 word range.	\$ 2.64	NNP
	<u>Word Study Filmstrip Series.</u> Six filmstrips, approximately 45 frames each, silent, in color. Demonstrates and explains word building, synonyms, antonyms, homonym, heteronyms, changes in word meanings, unusual origins of words, and the derivations of words. Titles include the following: Keys to Word Building; Word Meanings Change; Unusual Word Origins; Synonyms, Antonyms, Homonyms, Heteronyms; Words derived from Latin and Greek; Words derived from other languages.	\$37.50 set	MGH
1-4	<u>Holt Adult Basic Education Series.</u> Well developed and attractive series covering all the aspects of basic educations.		HRW
	<u>Titles</u>		
	<u>Learning to Read and Write</u>	\$ 1.32	
	<u>Learning to Write</u>	.80	
	<u>Life With The Lucketts</u>	1.24	
	<u>The Thomases Live Here</u>	1.88	
	<u>Get Your Money's Worth</u>	1.68	
	<u>Measure, Cut, and Sew</u>	2.88	
	<u>How To Get Along on the Job</u>	1.72	
In	<u>Intermediate Series.</u>		
	<u>American History</u>	\$ 1.88	
	<u>Arithmetic</u>	2.40	
	<u>Basic Dictionary of American English</u>	1.48	
	<u>English II</u>	2.12	
	<u>Impressions of the United States</u>	1.96	
	<u>Introduction to Geography</u>	2.88	
	<u>Science</u>	2.56	
	<u>Advanced Series.</u>		
	<u>Biological Science</u>	\$ 2.72	
	<u>Earth, Space, Science</u>	2.56	
	<u>Physical Science</u>	2.56	

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
	<u>English III</u>	\$ 1.88	
	<u>Fundamental Mathematics</u>	2.28	
	<u>Principles of Geography</u>	2.16	
	<u>You and the Law</u>	2.42	
	<u>Reading the Easy TV Way.</u> Sallie Cook and Lucille Bayer. This is a television adaptation of the Laubach's approach to reading instruction.		LC
	<u>Operation Alphabet, TV Home Study Book.</u> A whole word method workbook to promote adult literacy first used in the District of Philadelphia home television series.		NAAE
	<u>The Streamlined English Series.</u> Frank C. Laubauck. A non-programmed series for Lauback system which utilizes the similarity between objects and letter forms. Continued practice is pro- vided with supplementary readers and a two level weekly newspaper.		NRP MC
4-6	<u>Study Lessons in General Science.</u> J. Gross and S. Kopilow. Program presents the science concepts basic to the understanding of general science. Four unit booklets introduce physics, biology, earth science and personal health. Recommended for high school equivalency programs.	\$ 3.30	FPC
	<u>Preliminary Practice for the High School Equivalency Diploma Test.</u> A complete preparation to help pass the diploma test.	\$ 4.00	ARCO
9-10	<u>English Essentials: A Refresher Course.</u> <u>GED</u> <u>High School Equivalency.</u> Used for GED classes. The book contains material on the five subject areas covered in the GED tests.		ARCO
	<u>Basic Science I, II.</u> Used for the GED Science test. Ease reading, but Book I is not as useful as Book II. Both have readings that are found in the GED test.		SV

GRADEMATERIALSPRICEDISTR.Grolier Reading Attainment System.

GLS

Used for ABE classes. This reading material is for achievement levels from 4th to 8th grade. The reading selections are related to everyday living with questions on comprehension and vocabulary.

General Learning.

GLS

The set consists of a series of lessons in the five different areas covered in the GED tests. The lessons are written for as low as 8th grade reading level and are programmed.

Career Advancement Programs.

The programmed approach in the General Education Series. The Lesson Master Tests which follow each lesson are a valuable section of this series. These tests make it easy to evaluate the trainees' progress by gauging his comprehension of the lesson he has just completed.

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SKILL BUILDERS

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
	<u>The Fitzhugh Plus Program.</u> Loren & Kathleen Fitzhugh. Reading skills to develop perceptual readiness for reading and builds a basic sight vocabulary in programmed material to be used only with complete non-readers.		AEC
	<u>Manuscript for Adults, Book I.</u> L. P. Boone. Manuscript writing provides practice in reading and handwriting for beginning reader.		ASPC
	<u>Lessons for Self Instruction in CTB Basic Skills.</u> W. Rosenoff. Programmed materials to supplement self contained reading program.		CTB
	<u>Basic Reading Skills.</u> P. Jone & A. Adams. Paperback for a manpower training program. It focuses on teaching pre-reading skills and a small sight vocabulary.		CTB
	<u>You Can Read.</u> Picer, workbook and guide to control rate of speed at which material is revealed. Starts at 3rd grade level.		Cenco
	<u>The Cyclo Teacher.</u> Device in which student answers questions on the program and the answers appear when the program is advanced to the next slot. "Using Letters in Words" develops phonic skills and language arts cyclo and would be the most useful one for a literacy class.		FE
	<u>New Practice Readers.</u> D. Anderson, A. Burton, C. Grover and C. Stone. Factual stories followed by questions for comprehension of facts, implications and main ideas.		MGH
	<u>Charts.</u> Stick figures with simple sentences on health manners and safety.		

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
	<u>Reading Skill Builders.</u> Articles and stories for supplementary reading with skill building activities, structural analysis, comprehension and vocabulary development.		RDS
	<u>Accent Education.</u> Reading emphasis on personal guidance with questions geared towards that and not comprehension.		FPC
	<u>Pamphlets from the Koinonia Foundation.</u> Pamphlets on three levels based on Lorge Thorndike Word List with central meaning conveyed on drawings.		KF

SUPPLEMENTARY READING MATERIALS

<u>To Be a Good American Series.</u> M. Hudson and A. Weaver.	FP
<u>Discovery Books.</u> M. Austin.	GPC
<u>Folklore of the World Books.</u>	GPC
<u>The Automobile.</u>	GWU
<u>Becoming a Citizen Series.</u>	GPO
<u>Pamphlets from the Children's Bureau.</u>	GPO
<u>Pamphlets from the Dept. of Agriculture.</u>	GPO
<u>Sanitation Series: Federal Extension Service.</u>	GPO
<u>Series Worth Knowing.</u>	GPO
<u>Stories for Today.</u>	GPO
<u>Get Your Money's Worth.</u>	HRW
<u>Life With the Lucketts.</u>	HRW
<u>The Thomases Live Here.</u>	HRW
<u>Measure Cut and Sew.</u>	HRW
<u>Frontiers of American Books.</u>	IBS
<u>They Wouldn't Quit.</u>	LPC
<u>Our Constitution and What It Means.</u>	MGH
<u>The First Christmas Tree.</u>	NRP
<u>Good Manners in the U. S.</u>	NRP
<u>Heroes of Faith.</u>	NPR
<u>Our United States.</u>	NPR
<u>Our World is Small.</u>	NPR
<u>Trouble and the Police.</u>	NPR

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NPR

Why You Need Insurance.

NRP

Public Affairs Pamphlets.

PAP

The U.S.A. Readers.

RPC

Happy Housekeepers.

FRP

TESTING

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
4-6	<u>Survey D Reading Test.</u> A comprehensive survey of the reading abilities, on speed and accuracy, vocabulary, and comprehension. Survey D test booklets	\$ 3.25/pkg.	
3-A	<u>Wide Range Vocabulary Tests.</u> A hundred-item multiple choice vocabulary test of verbal or scholastic intelligence for literate individuals. Package of 25	\$1.80	PC
	<u>CELT (A Comprehensive English Language Test for Speakers of English as a Second Language).</u> A sound battery of English tests to measure the language proficiency of non-native speakers. Especially appropriate for adult programs of English as a Second Language on the intermediate and advanced levels.		ES
	<u>S.P.A.C.E. Test.</u> A diagnostic test. Structural phonics affecting comprehension of English. Intended to be given at the beginning of the program to determine student's weaknesses in phonics. Examiner Copy.		
6-A	<u>Lorge-Thorndike Intelligence Test (Verbal and Non-Verbal Forms).</u> Yields an estimate of scholastic aptitude, not dependent upon ability to read with data for judging mental ability. Package of 35	\$ 3.36	HM
9-A	<u>SRA-Pictorial Reasoning Test.</u> Developed to be as fair as possible to all distinctly cultural sub-groups in American society. Self scoring test booklet(20) and manual Specimen set	\$ 4.60 1.25	SRA

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
9-A	<u>Test of General Ability.</u> Unique non-verbal tests to measure ability without requiring school-learned skills.		SRA
	<u>Adult Basic Learning Examination (ABLE).</u> A test specifically constructed to measure basic learning achievement in adults on vocabulary, reading, spelling, math computation, and problem solving. Test Booklet Specimen Set (pkg. of 35)	\$13.50	HBW
8-A	<u>Geist Picture Interest Inventory (Men and Women).</u> For identification of vocational and avocational interest. Package of 25	\$ 7.50	WPS
	<u>Brown-Carlsen Listening Comprehension Testing.</u> Measuring test of five learning skills: immediate recall, following directions, recognizing transitions and word meanings and lecture comprehension. Specimen Set	\$ 1.50	

REFERENCE PUBLICATIONS

<u>GRADE</u>	<u>MATERIALS</u>	<u>PRICE</u>	<u>DISTR.</u>
	<u>Teaching Illiterate Adults to Read:</u> <u>College - Adult Reading Instruction.</u> Gladys Alesi and Mary McDonald.		IRA
	<u>Free and Inexpensive Learning Materials.</u> George Peabody, College for Teachers.		
	<u>The Teaching of Reading and Writing.</u>		SFC
	<u>Education Rehabilitation: An Evaluation</u> <u>of the Adult Basic Education Program of</u> <u>the State of Illinois.</u>		GA
	<u>How To Increase Reading Ability.</u> A. J. Harris.		DMK
	<u>Teacher's Guide for Remedial Reading.</u> W. Kott Meyer.		MGH
	<u>Basic Education for the Disadvantaged Adult:</u> <u>Theory and Practice.</u> F. W. Lanning and W. A. Many.		HM
	<u>Teaching Adults to Read.</u>		MARC
	<u>The Culturally Deprived Child.</u> F. Reissman		HB
	<u>Teaching Reading to Adults.</u> Edwin and Marie Smith.		NAAE
	<u>Literacy and Education For Adults.</u> International Bureau of Education.		UNESCO
	<u>Literacy Instructor's Handbook.</u> Mary C. Wallace.		FPC
	<u>Curriculum Guide to Adult Basic Education.</u>		HEW
	<u>Adult Elementary Education.</u> Cass & Crabtree.		NNP
	<u>Evaluation Tools for Adult Education.</u> R. M. Pattison and J. Payne.		NNP
	<u>Curriculum Development in Adult Education.</u> E. Boone and E. Quinn.		FPC

GRADEMATERIALSPRICEDISTR.

Teaching Elementary Reading. Miles A. Tinker
and Constance M. McCullough.

ACC

A Guide to the Teaching of Reading for Teachers
of the Disadvantaged.

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